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THE UPLIFT

VOL. XXXIII CONCORD, N. C., JANUARY 6, 1945 No. 1

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A WAY TO A HAPPY NEW YEAR

To leave the old with a burst of song,
To recall the right and forgive the wrong;
To forget the thing that binds you fast
To vain regrets of the year that's past;
To have the strength to let go your hold
Of the not worth while of the days grown old,
To dare go forth with a purpose true,
To the unknown task of the year that's new;
To help your brother along the road
To do his work and lift his load;
To add your gift to the world's good cheer,
Is to have and to give a Happy New Year.

—Robert Brewster Beattie.

Published By
THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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The Uplift

A WEEKLY JOURNAL

Published By

The authority of the Stonewall Jackson Manual Training and Industrial School.
Type-setting by the Boys' Printing Class.
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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

NEW YEAR GREETING

I saw the hills of the morning,
The form of the new year arise;
He stood like a statue adorning
The world with a background of skies;
There was courage and grace in his beautiful face,
And hope in his glorious eyes.

"I come from Time's boundless forever,"
He said, with a voice like a song;
"I come as a friend to endeavor,
I come as a foe to all wrong,
To the sad and afraid I bring promise of aid,
And the weak I shall gird and make strong.

"I bring you more blessings than terrors,
I bring you more sunlight than gloom,
I tear out your page of old errors,
And hide them away in Time's tomb;
I reach you clean hands and lead on to the lands,
Where the lilies of peace are in bloom."

—Selected.

TRIBUTE TO MR. B. V. HEDRICK

Mr. Burl Vance Hedrick, a member of the Board of Correction and Training, died on December 25. Mr. Hedrick had been suffering from a heart malady since last October, and at the time of his death he was being transferred to the Memorial Hospital in Charlotte where he was to receive treatment for a throat ailment.

Mr. Hedrick was a member of a pre-Revolutionary Davidson Coun-

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ty family, and he was born in that county on November 10, 1876, and was therefore 68 years of age. He was the son of Robert Lee and Elizabeth Hedrick.

When he was 18 years old, Mr. Hedrick entered the mining business in Virginia and later in Georgia. He returned to North Carolina as foreman and superintendent of a gold mine at Gold Hill. In 1930 he organized the Hedrick Construction Company at Lexington and later on organized the B. V. Hedrick Gravel and Sand Company which operates near Lilesville, North Carolina and covers approximately 2,000 acres. In addition to his business interests, Mr Hedrick was very active in church and civic enterprises. He served as President of the State Baraca Union and was elected world-wide President in 1940. He was a Mason, a Pythian, and a Kiwanian. He served on the Salisbury City Council 5 years and was Mayor for 2 terms.

In the death of Mr. Hedrick the state has lost a valuable and useful citizen, and the Training School has lost an ardent friend. He had served as a member of the Board of Trustees of the Jackson Training School for approximately two years, and when the legislature placed all correctional institutions under one board, he was appointed to the Unified Board of Correction and Training by Governor Broughton. In this capacity he served for almost a year and a half. He was a member of the Executive Committee for the Jackson Training School. He attended all meetings regularly until his recent illness.

For those who knew Mr. Hedrick intimately his life and achievements need no eulogy. In a sense it would be impossible by mere words to evaluate properly his record among his fellowmen. As his friends sought to express the sentiments of their hearts when they mourned his sudden death, they commonly agreed that they had "suffered a great loss." For one who had been so active and so valuable in so many ways, this statement represented the spontaneous thoughts of his acquaintances and friends.

It was Mr. Hedrick's supreme desire to be of service to his fellowmen. He probably made his greatest contributions in time, talents, and substance to the church. The Methodist Church had first claim upon his Christian devotion, but he served the cause of the church

on an unlimited scope. His life was climaxed by his efforts in preparing to address a church meeting on the topic "The Crusade For Christ."

Beyond this he was noted far and wide for his abiding interest in human welfare. In his home town he served faithfully in civic responsibilities. As a member of the State Board of Correction and Training he cherished the great hope that he might brighten the way and elevate the life of under-privileged boys. For several months prior to his death one of our Training School boys had been living in his home, where he was treated as one of the family.

Mr. Hedrick was described by his preacher as a highly successful business man—a business man who always placed honor and integrity above everything else. "It is one thing to be successful in business," said the minister, "and another thing to keep one's honor and integrity."

Because he was financially able, many worthy causes were blessed by his beneficences. He gave generously to all worthy causes. Finest of all, he touched the lives of many individuals both by his beneficences and by his personal influence. He will be greatly missed by all with whom he was associated.

* * * * * * * *

LOOKING AHEAD

The irresistible hand of time moves on into eternity and the cycle of the months enters again upon its ceaseless course. We find ourselves on the threshold of another year—a year that holds within its bosom profound secrets of impending events which, because of their grave importance, are destined to shake the very foundations of our civilization. We stand amazed, over-awed, and mystified, and, without seeking to evade the issues or the responsibilities of the hour, in our blindness we seek to find a light to guide our footsteps.

We are all confronted with very grave problems. Total war has indeed become a reality in our midst. Our nation is involved in mortal combat with fanatical foes in foreign lands. This spectacle is making an indelible impress upon the hearts and minds of our people in such gigantic proportions that we quiver in its presense. In our human weakness we do not find it possible to comprehend or encom-

pass the meaning of the probable consequences of impending events. Truly, we find that we have no human patterns or charts by which to direct our planning either as a nation or as individuals.

A ruthless destiny or fate operating in the affairs of the world has pulled back the curtain of time and has dipped its hands into the reservoir of the resources of the future. Before our very eyes it is making a dreadful drain upon all the potentialities of the future. This unkind fate is taking its toll in many ways, both visible and invisible, both tangible and intangible. It is taking the very life blood of gallant men and women; it is disrupting youth's most cherished hopes and plans for the future; and it is halting promising careers of the finest trained and equipped young men and young women in the land. Yea, it is placing great shackles upon posterity. And yet, our brave heroes prefer to die on their feet, facing the enemy, rather than to live on their knees, cowering in the dust in obedience to the dictates of foreign rulers.

Nevertheless, in all the maelstrom of confusion and fear and anger and hatred, unfortunately we seem to find ourselves trusting implicitly in the power of the material instruments of warfare. We are far too prone to leave God entirely out of the picture. We have not by any means reached that point in our thinking where we are willing to proclaim that the issues are in God's hands. If the brazen and pagan forces of Fascism and Nazism have by their conduct defied all the laws of justice and decency, even so our great America has its imperfections. This America, which is the premier republic of the universe, is cursed with many weaknesses and imperfections which must be evident to all. The American soldier boys in the conquered lands of Europe, who maliciously traffic in gasoline that is being transported to their comrades on the firing lines where it is so desparately needed, are but the symbols of vast hosts of the home-front. Here there are many who are equally as disloyal and unpatriotic and who have refused in their hearts to enter into the sacrifices of the hour. Too many people in America have never thrown themselves into the conflict, but they have retained their reservations in comfort and ease, keeping the selfish hope that they would actually profit from it.

The year which has just come to a close was filled with many

amazing and astonishing events. The annals of history can never fully record all that has transpired. Only the Great Scribe in the heavens knows all that has happened. Yet human history will record countless scores of heroic deeds and momentous events of the year that has just passed.

As we face together the ordeals and the struggles of the new year, let us re-dedicate ourselves wholeheartedly to the common cause of winning the war. In the words of the Declaration of Independence, let us covenant as follows: "We pledge to each other our lives, our fortunes, and our sacred honor."

Also, let us be inspired by the immortal words of President Roosevelt in his message to the nation this past Christmas:

"This generation has passed through recent years of deep darkness, watching the spread of the poison of Hitlerism and Fascism in Europe—the growth of imperialism and militarism in Japan—the final clash of war all over the world. Then came the dark days of the fall of France, and the ruthless bombing of England, and the desperate Battle of the Atlantic, and of Pearl Harbor and Corregidor and Singapore.

"Since then the prayers of good men and women and children the world over have been answered. The tide of battle has turned, slowly but inexorably, against those who sought to destroy civilization.

"On this Christmas Day, we cannot yet say when our victory will come. Our enemies still fight fanatically. They still have reserves of men and military power. But they themselves know that they and their evil works are doomed. We may hasten the day of that doom if we here at home continue to do our full share.

"We pray that that day may come soon. We pray that until then, God will protect our gallant men and women in the uniforms of the United Nations—that He will receive into His infinite grace those who make their supreme sacrifice in the cause of righteousness and love of Him and His teachings.

"We pray that with victory will come a new day of peace on earth in which all nations of the earth will join together for all time. That is the spirit of Christmas, the Holy Day. May that spirit live and grow throughout the world in all the years to come.

BOYS' VARIETY STORE PROJECT

In the city of Concord there have been throughout the years a number of men who have always been keenly interested in the boys at the Jackson Training School. On numerous occasions and in many ways they have expressed their interest by making generous and substantial contributions to projects designed for the happiness and the welfare of the boys in the institution. These men are among the finest citizens in the state and they have never been called upon for assistance here when they did not respond generously. In many instances they have made gifts voluntarily and without solicitation.

Recently a group of these men conceived the idea of raising funds with which to operate a commissary or variety store at the School, solely for the benefit of the boys at the institution. Almost every boy has some money of his own and from this fund he purchases on order many different articles, such as one would expect to find in a five and ten-cent store. It was thought that by operating this store without anticipation of big profits, it would be possible for all of the boys to get more for their money. Also, that it might be possible to let the unfortunate boys who never get funds from home have some articles from the School store gratis, or probably for doing some odd jobs. These jobs would be given to them under strict supervision.

Those who contributed these funds specifically requested that the jurisdiction and supervision of this project be vested in the local administrative officials of the Jackson Training School, and it was agreed that an anual audit of these funds will be prepared in the same manner as other funds of the institution.

The major part of the merchandise to be stocked will consist of the following items: Candy, Cookies, Chewing gum, Peanut butter, Crackers, Marbles, Kites, Tops, Airplanes, Glue, Pins, Needles, Baseballs, Baseball gloves, Ball caps, Footballs, Bathing suits, Picture frames, Belts, Combs, Mirrors, Work gloves, Handkerchiefs, Tooth paste, Hand lotion, Camphor ice, Noxema.

The following contributions to this fund were received:

Earl's Tire Store	$ 50.00
Concord Motor Coach	50.00
R. Glenn Winecoff	100.00
J. L. Sides	25.00

Guy M. Beaver	50.00
Alex R. Howard	25.00
Richmond-Flowe Co.	25.00
F. M. Youngblood and Co.	50.00
L. M. Richmond	25.00
Dr. T. N. Spencer	50.00
J. Q. Collins	50.00
Maxwell Bros. & Collins	50.00
A. G. Odell	25.00
O. A. Swaringen	25.00
Kerr Bleaching and Finishing Works, Inc.	25.00
Mrs. J. W. Propst, Jr.	100.00
J. W. Propst, Jr.	200.00
Ben B. Propst	25.00
H. M. Grey	50.00
Hoover Hosiery Co.	200.00
Personal Credit Co.	25.00
E. K. Willis	50.00
Belk's Dept. Store	100.00
Wensil Plumbing & Heating Co.	100.00
Cook's Packing Plant	25.00
L. D. Coltrane, Sr.	25.00
	$1,525.00

We wish to take this opportunity to express the appreciation of the boys and the officials of the School for this swell favor. We should like to extend special thanks to Mr. J. W. Propst, Jr. for the excellent job that he did in contacting these men and firms.

* * * * * * * *

NEWS ABOUT TRAINING SCHOOL BOYS IN SERVICE

(Continued)

23. Pvt. Grady Penington.
    Entered the School, October 15, 1936.
    Released, January 8, 1940.

On December 25th-26th, Pvt. Grady Penington returned to the School for a brief visit. His many friends were delighted to see him and gave him a cordial welcome. In his soldier's uniform he made a grand appearance; he was mannerly and courteous; and he was neat in every detail.

Pvt. Penington enlisted in the army on June 1, 1940, at Fort Moultrie, S. C. His enlistment was in the regular army. After spend-

ing three weeks in training at Fort Moultrie he was transferred to Scofield Barracks in Hawaii, where he had an additional training period of six weeks. Following this, he was assigned for eight months to Army Headquarters in the 22nd Brigade of the 27th Infantry. He was then transferred to Fort Shafter on the Hawaiian Islands, and he was there when the Japanese attacked Pearl Harbor. He remained there until May 1942, serving in the Signal Corps of the Army.

According to his statements, Pvt. Penington saw much action in the South Pacific. He participated in some of the bitterest engagements of the Solomons, the Gilbert, the Mariannas, and Saipan. He has been awarded four stars, recognizing his participation in four major engagements. Pvt. Penington proudly explained that at no time did he ever try to shirk his responsibility or seek to avoid an engagement. He explained that he was the proudest of the Good Conduct Medal which represents good behavior in the army for a period of one year. He received only one minor wound, when a bullet which was almost spent pierced his leg a little way.

Pvt. Penington's last engagement was in the invasion of Saipan. For two days he witnessed the bombardment of the main fort before the ground forces went ashore. On October 9, 1944 he left Saipan to return to the States, coming by way of Honolulu. He is now serving as a member of the Military Police.

During the time Grady was at the School he was a member of the No. 3 cottage group. While here he worked on the farm, in the laundry, and for a while in the print shop. When he was released he went to live with his father and step-mother in Belmont, N. C.

He was given his final discharge from the School on October 22, 1940.

* * * * * * * *

THANKS FOR CONTRIBUTIONS TO CHRISTMAS FUND

On behalf of the Training School boys, we wish to thank all of their friends who participated in the Christmas Cheer Fund for 1944. Through the generosity of those who remembered the boys. each boy was given two large bags containing fruits, nuts, candies,

and a nice handkerchief and necktie. We have also purchased some athletic supplies for each cottage for sports and games.

The boys were all greatly delighted with what they received. For most of the boys it was their finest Christmas. Those who had a part in this project would have been abundantly thrilled if they could have seen the joy and satisfaction on the faces of the boys. They were just as happy as they could be.

We are listing below the names of those remembering the boys at Christmas time in 1944:

"7-8-8," Concord,	$ 25.00
Durham County Welfare Dept., W. E. Stanley, Supt.,	10.00
A. G. Odell, Concord,	10.00
Joseph F. Cannon Christmas Trust	217.87
Watauga County Welfare Dept., Dave P. Mast, Supt.,	6.00
Pfc. Robert D. Lawrence, USMC. (somewhere in the Pacific)	2.00
Anson County Welfare Dept., Miss Mary Robinson, Supt., Wadesboro,	5.00
Forsyth County Welfare Dept., A. W. Cline, Supt., Winston-Salem,	10.00
New Hanover County Board of Commissioners, Wilmington,	30.00
A Friend, High Point,	5.00
Mrs. G .T. Roth, Elkin,	10.00
Davidson County Welfare Dept., E. Clyde Hunt, Supt. Lexington,	15.00
Cabarrus County Welfare Dept., E. Farrell White, Supt., Concord,	18.00
Mrs. Walter H. Davidson, Charlotte,	5.00
Herman Cone, Greensboro,	25.00
Bernard M. Cone, Greensboro,	10.00
Juvenile Commission, Reeford Chaney, Boys' Commissioner, Greensboro,	4.00
Wake County-Raleigh Juvenile Court, Earl M. Smith, Probation Officer, Raleigh,	6.00
Judge William M. York, Greensboro,	5.00
Domestic Relations Court, Asheville,	20.00
Caldwell County Welfare Dept., Mrs. W. T. Carpenter, Supt.,	10.00
Associated Charities, Mrs. Mary O. Linton, Supt. Public Welfare, Salisbury,	5.00
Mr. and Mrs. Charles E. Boger, Concord,	10.00
S. O. Bolton, Charlotte,	25.00
A Friend,	5.00
Richmond County Welfare Dept., O. G. Reynolds, Supt., Rockingham,	10.00
Mr. and Mrs. S. G. Hawfield,	10.00
E. B. Grady, Concord,	5.00
Children of American Revolution, Mrs. Roy Smith, Pres.,	5.00
L. C. Harmon, Concord,	5.00
Citizens of Charlotte, by Judge F. M. Redd,	100.00
Total Cash Contributions,	$628.87

Other Contributions (with cash value of same):

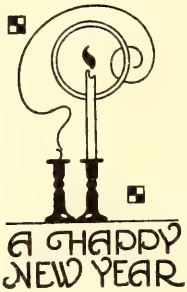
By A. C. Sheldon, Charlotte:

4 boxes Oranges @ $4.50	$ 18.00	
6 boxes Stayman Apples @ $4.50	27.00	
		$ 45.00

Charlotte Citizens, by Judge F. M. Redd:

300 lbs. Mixed Nuts @ 40 cts.	$120.00	
250 lbs. Candy @ 25 cts.	62.50	
15 boxes Oranges @ $4.50	67.50	
14 boxes Tangerines @ $3.25	45.50	
100 lbs. Raisins @ 20 cts.	20.00	
12 boxes Apples @ $4.50	54.00	
10 baskets Apples @ $3.25	32.50	
25 bu. Apples @ $3.00	75.00	
15 boxes Grapes @ $4.50	67.50	
		544.50
Total Cash Value		$589.50

Samuel E. Leonard, Raleigh—1 year's subscription to the Sunshine Magazine for School Library.



WITH THE UNITED STATES ARMED FORCES

The following list includes the names, as they have come to this office, of members of the staff, former staff members, and former students of Stonewall Jackson Training School, who are now serving as members of the armed forces of the United States. It will be seen that four employees went into the service directly from the School campus. The others listed have, in some cases, been away from the institution for quite a number of years, joining the fighting forces several years after severing their connection with the School.

In checking over the list of our old boys, we find that practically one hundred per cent voluntarily enlisted in "Uncle Sam's" service, rather than wait to be called by the selective service system. It is also interesting to note that many of these fellows had been in their country's service several years prior to the Japanese attack on Pearl Harbor, December 7, 1941.

If any of our readers know of former Training School boys who are now in any branch of service, and can furnish definite information as to their present location, please notify the editor of THE UPLIFT, P. O. Box 32, Concord, N. C. We shall appreciate your co-operation.

Staff Members

Brausa, Ralph J. (Navy)
(d) Carriker, J. L. (Army)
Liner, James H. (Army)
Patterson, James L. (Army)
Query, James L. (Army)

Former Staff Members

(d) Adams, J. E., Jr. (Navy)
Barrier, Major George L. (Army)
Cleaver, James A. (Navy)
Hollingsworth, Jesse G. (Navy)
Parker, Lt.-Col. Samuel I. (Army)
(d) Poole, William E. (Army)
Watson, Lt. James E. (Navy)
Wingate, Lt. W. J. (Army Air Corps)
Webb, James H. (Navy)

Former Students

Abernethy, Paul (Navy)
Adams, Clyde (Navy)
Adams, Felix (Army)
Alexander, J. Mack (Army)
Alexander, Robert (Army)
Almond, Odell H. (Navy)
Allen, Burl (Navy)
Allen, Julian Herschel (Navy)
Allen, Grady C. (Navy)
Allen, Wayne (Navy)
Allison, John W. (Navy)
Allred, James R. (Army Air Corps)
Amos, Gerald (Navy)
Andrews, Julian (Marine Corps)
Andrews, Lewis (Marine Corps)
Anderson, Raymond (Army)
Ashley, Arthur (Army)
Ashley, Cecil (Navy)
Atkins, Howard L. (Navy)
Atkins, Richard (Army)
Atkinson, Hiram (Navy)
Atwell, Robert (Navy)
Atwood, Earl (Army)
(d) Atwood, Hollie (Army)
Bailiff, Wilson (Navy)
Baker, John B. (Navy)
Ballew, Edward J. (Navy)

(§) Ballew, William P. (Army)
Barber, Winfred V. (Army)
Bargesser, James (Navy)
Barker, Jewell (Army Air Corps)
Barkley, Joel (Army)
(d) Barnes, Henry D. (Army)
Barnes, Norton (Army)
Barrett, Allen (Army)
Barrier, Carl (Marine Corps)
Barrier, William T. (Navy)
Bass, Homer (Navy)
Batson, Jack (Navy)
Batten, John E. (Navy)
Bishop, Garrett W. (Army Air Corps)
Baynes, Howard (Army Air Corps)
(Previously served an enlistment period in the Army.)
Beach, Ernest L. (Army)
Beaver, Albert (Army)
Beaver, Grover (Navy)
(d) Beaver, Walter (Army)
(d) Bell, James (Navy)
(d) Bell, William C. (Navy)
Bell, William G. (Navy)
Beheler, Reid (Navy)
Benson, John (Navy)
Blackman, William (Army)
(**) Blevins, Walter W (Army)
Bolton, James C. (Army)
Bordeaux, Junior (Army)
Bowman, Charles (Army)
Branch, Glatley (Army)
Branch, Horace (Army)
Brantley, Elmond A. (Marine Corps)
Bray, Relons Odell (Army)
Brewer, Clifford (Army)
Brewer, Ernest (Army)
Briggs, Paul (Marine Corps)
Britt, Jennings (Navy)
Broadwell, William (Navy)
Brogden, Norman (Navy)
Broome, Jack (Army)
Broome, Paul (Marine Corps)
Broome, Shannon (Army Air Corps)
Brothers, William (Naval Air Corps)
Brown Aldene (Army)
Brown, Elbert M. (Navy)
Brown, Harold (Army)
(d) Bunn, Dewey (Navy)
Bunn, Homer (Army)
Burke, Ensign William H. (Navy)
Burkhead, Dermont (Navy)
Burleson, Lacy C. (Navy)
Burrow, John B. (Navy)
Butler, Femmous (Army
Butner, Roy (Marine Corps)
(d) Byers, Eugene (Navy)

Cable, Nathan (Army Air Corps)
Capps, John T. (Army Air Corps)
Carter, Adrian L. (Navy)
Carter, Douglas (Army)
Carter, Fred (Army)
Carver, Gardner (Army)
Causey, Floyd (Army)
(‡) Causey, James D. (Army)
Cecil, Virgil (Army)
Chapman, Charles (Army)
Chapman, Edward (Army)
Chattin, Ben (Army)
Cherry, Herman (Army)
Cherry, William (Navy)
Christine, Joseph (Navy)
Cline, Wade (Army)
Coats, Clinton (Army)
Cobb, Frank E. (Army)
Coffer, Robert (Army)
Coggins, Mack (Navy)
Collins, Glenn L. (Army)
Connell, Harry (Army)
Connell, James (Navy)
Cook, William (Navy)
Cooke, George C. (Army)
Cooper, Lake (Army)
Cooper, Dewell J. (Navy)
Cooper, Walter (Army)
Corn, James (Army)
Corn, William (Army)
Cowan, Henry W. (Army)
Cox, Howard (Navy)
Cox, J. C. (Marine Corps)
Craft, Arthur (Army)
Crawford, Jack (Navy)
(d) Crawford, Louis (Army)
Crawford, Wiley (Army)
Crumpler, John (Marine Corps)
Cunningham, David C. (Army)
Cunningham, Jesse S. (Navy)

Dalton, James (Army)
Daubenmyer, Nelson (Army)
Davis, Duke (Army)
Davis, Hubert (Navy)
Davis, James (Army)
Deal, Paul (Navy)
Deese, Horace R. (Navy)
Detherage, James (Army)
Dodd, Carroll (Army)
Donaldson, Harold (Marine Corps)
Dorsett, Douglas S. (Navy)
Dorsey, W. Wilson (Army)
Downes, George (Army)
Downes, William H. (Army)
Driver, Malcom (Army Air Corps)
Drumm, Glenn (Army)
Dyson, Fred (Navy)

Eaker, Arnold Max (Army)
Earnhardt, Donald P. (Navy)
Edmondson, Arthur (Army)
Edwards, Eugene (Navy)
Elders, James R. (Marine Corps)
Elliott, John (Navy)
Elmore, A. C. (Marine Corps)
Ennis, James C. (Navy)
Ennis, Henry (Marine Corps)
Ennis, Noah (Navy)
Ennis, Samuel (Army)
Estes, William T. (Army)
Eury, James (Army Air Corps)
Evans, John H. (Army)
Evans, Mack (Army)
Everett, Carl (Army)
Everidge, Samuel (Navy)

Fagg, Julius, Jr. (Army)
Faggart, John (Marine Corps)
(Enlisted 1929. Made Warrant Officer by Act of Congress, 1941.)
Fanslar, Hubert J. (Army)
Farthing, Audie (Navy)
Faschnat, Mose (Navy)
Fausnet, Bernard L. (Army)
(‡) Ferris, Russell (Army)
Fisher, Edward (Army)
Fisher, John H. (Army)
Flannery, John (Army)
Fralix, Howard B. (Army)
(d) Freeman, Richard (Army)
French, Ian (Army)
Furches, William (Marine Corps)

Gaddy, William (Navy)
Gaines. Robert (Navy)
Gardner, Horace T. (Army)
Gardner, John (Navy)
Gatlin, Britt C. (Army)
Gautier, Marvin (Army)
Gentry, William (Navy)
Gibson, Merritt (Army)
Glasgow. Mumford (Army)
Glasgow, Norwood (Navy)
Glasgow, Ramsey (Army Air Corps)
(Served in Marine Corps, 1929-1933. Member China Expeditionary Force, '29-'32.)
Glover, Henry (Marine Corps)
Godfrey, Warren (Army)
Godwin, John T. (Navy)
Godwin, Paul D. (Army Air Corps)
Goodman, Albert (Army)
Goodman, George (Army)
(d) Gouge, Jeff (Navy)
Gray, Delma C. (Navy)
Green, Eugene (Army)
Greene, Giles E. (Army)
Greene, Noah J. (Navy)

Gregory, Charles J. (Army)
Gregory, Roy (Army)
Griffin, Charles (Army)
Griffin, James H. (Marine Corps)
Grooms, J. B. (Army Air Corps)
Guffey, Lawrence (Army)

Hackler, Raymond (Army)
Hall, Brevard A. (Army)
Hall, Frank (Army)
Hall, Joseph (Army)
Hames, Albert (Navy)
Hames, William R. (Army)
Hamilton, Jack (Navy)
Hamilton, Leo (Navy)
Hampton, Robert (Navy)
(*) Haney, Jack (Marine Corps)
Hardin, Wilbur (Navy)
(d) Hare, James M. (Army)
Harper, Robert B. (Army)
Harris, Brown (Navy)
Harris, Edgar (Army)
Harris, Ralph (Navy)
Hawkins, Bruce (Navy)
Hawkins, William T. (Navy)
Head, Elbert (Army)
Heath, Beamon (Navy)
Hefner, Charles (Army)
Hefner, Eugene (Navy)
Hensley, David (Army)
Hensley, J. B. (Navy)
Hendren, Isaac (Navy)
Hendrix, John (Army)
Henry, Charlton (Navy)
Hicks, Garland (Army)
Hicks, Odie (Marine Corps)
Hildreth, John (Army)
Hill, Doyce (Army)
(d) Hill, Urban (Army)
Hill, William (Army)
Hines, Hubert (Marine Corps
(d) Hines, Woodrow (Army)
Hodge, David (Army)
Hodge, Dallas (Army Air Corps)
Hogan, Gilbert (Army)
Hogsed, John R. (Army)
Hoke, Bernice (Navy)
Holland, Burman (Army)
Holland, Donald (Army)
Hollars, Ralph (Army)
Holloway, Hubert (Army)
Holmes, John (Army)
Holt, Archie (Army)
Honeycutt, Richard (Navy)
Hooks, Hubert (Army)
Hornsby, Thomas H. (Navy)
Honeycutt, Nathaniel (Army)
Howard, Jack (Navy)

Hudson, Hoyette (Army Air Corps)
Hulan, Norman (Navy)
(Previously served an enlistment period in the Army.)

Ingram, John E. (Navy)
Irby, Earl (Army)
Irwin, Raymond (Army Air Corps)

Jackson, Edgar (Marine Corps)
Jackson, William (Navy)
Jenkins, Fred (Navy)
Johnson, Clawson (Army)
Johnson, Coley (Navy)
Johnson, Edward (Navy)
Johnson, Hugh (Navy)
Jolly, James D. (Navy)
(d) Jones, Mark T. (Navy)
Jones, S. E. (Marine Corps)
Jordan, James E. (Army)
Journigan, Horace (Navy)

Keen, Clinton (Army)
Keith, Monroe (Army)
Keith, Robert (Navy)
Kelly, Grady (Army Air Corps)
Kelly, Jesse (Army)
King, Cleo (Army Air Corps)
King, Frank L. (Army)
King, Jesse (Navy)
King, Marvin (Navy)
King, Thomas (Army Air Corps)
Kinley, Robert (Marine Corps)
Kirksey, Samuel (Navy)
(d) Kivett, Clyde A. (Army)
Kivett, John (Army)
Knight, Thomas (Army Air Corps)
Knight, Thurman (Army)
Knight, William S. (Army)
Koontz, J. Milton (Army)
Kye, George (Army)
Kye, James (Army)

(‡) Lamar, A. C., Jr. (Army)
Land, Reuben (Army)
Land, Wilfred (Marine Corps)
Landrum, Luther H. (Army)
Lane, Floyd C. (Marine Air Corps)
Lane, James E. (Navy)
Langford, Olin (Army)
Langley, William (Army)
Laramore, Ray (Army)
Lawrence, Robert (Marine Corps)
Leagon, Harry (Army)
Ledford, Harvey L. (Army)
Ledford, James (Marine Corps)
(*) Lemly, Jack (Army)
Lee, Valton (Army)
Lett, Frank (Army)

Lewallan, Paul R. (Army)
Link, Bruce (Navy)
Long, Loyce (Army)
Long, Stacey L. (Army)

Mabe, McCree (Army)
Martin, Willie H. (Army Air Corps)
Mathis, D. B. (Jack) (Marine Corps)
(*) Matthews, Douglas (Army)
Matthews, Harley P (Navy)
Maddox, Walter A. (Army)
May, Fred (Navy)
May, George O. (Army)
Mayberry, Douglas J. (Army)
Medlin, Clarence (Army)
Medlin, Ervin J. (Army)
Medlin, Wade (Navy)
(‡) Medlin, Wilson (Army)
Merritt, Edgar (Army)
(Previously served an enlistment period in the Army.)
Merritt, Julian (Army)
Michaels, J. C. (Navy)
Miller, Latha (Navy)
Montford, James B. (Army
Montgomery, Samuel (Navy)
Moose, Claude L. (Marine Corps)
Morris, Everett (Navy)
Morris, Jack (Army)
Morrow, Chas. W. (Army Air Corps)
Morrozoff, Ivan (Army Air Corps)
Morgan, William S. (Navy)
Murphy, Lemuel (Army)
Murphy, Norvelle (Navy)
Murray, Edward J. (Army)
Muse, Robert (Navy)

McBride, Irvin (Army Air Corps)
McBride, J. Lee (Navy)
McCain, Edward G. (Navy)
McColl, Vollie O. (Navy)
McCoy, Hubert (Army)
McDonald, Ralph B. (Navy)
McEntire, Forrest (Marine Corps)
McEntire, John (Navy)
McFee, Donald M. (Army Air Corps)
McGee, Norman (Army)
McHone, Arnold (Navy)
McKay, John C. (Marine Corps)
McKee, Thomas R. (Army)
(Enlisted 1937)
McNeely, Robert (Army)
(Enlisted 1933)
McNeill, Preston (Army Air Corps)
McPherson, Arthur (Navy)
McRorie, J. W. (Navy)

Nelson, Larry (Navy)
(d) New, William (Army)
Newton, Willard M. (Army)

Odham, David (Army)
Owen, Fred, Jr. (Marine Corps)
(d) Owen, Howard (Army)
Owens, Blake C. (Army)
Owens. Leroy (Army)
Owens, Norman (Army)
Oxendine. Earl (Navy)

Padrick, William (Navy)
Page, James (Army)
Pate, Hansel (Army)
Patterson, James (Navy)
Patterson, Joseph (Navy)
Patton, Richard (Navy)
Payne, Joy (Army)
Peake, Harry (Marine Corps)
Pearson, Flay (Army)
Pennington, Grady (Army)
Pickett, Claudius (Army)
Pittman, Hoyle (Navy)
(d) Pittman, Ted (Marine Corps)
Pittman, Walter (Army)
(**) Plemmons, Hubert (Army)
Pope, H. C. (Army)
Porter, Frank J. (Army)
Potter, Linwood (Army)
(d) Powell, Wilson (Marine Corps)
Presnell, Robert (Army)
Pyatt, Jack (Marine Corps)

Quick, James (Navy)
Quick, Robert (Army)
Quick, Simon (Navy)

Ramsey, Amos (Army)
(Previously served an enlistment period in the Army.)
Ransom, B. T. (Navy)
Rash, Burris (Army)
Reavis, James (Army)
(d) Reep, John (Navy)
Revels, Grover (Navy)
Reynolds, D. C. (Navy)
Riggs, Walter (Navy)
Rivenbark William W. (Army)
(Served in Marine Corps, 1933-1938.)
Rhodes, Paul (Army)
Robbins, John (Navy)
Rogers, Hoyt W. (Army Air Corps)
Roberts, Lonnie (Navy)
Robertson, John C. (Army)
Robinson, Perry (Army Air Corps)
Rochester, Nicholas (Navy)
Routh, Walter (Army Air Corps)
Russ, James P. (Army)

Sands, Thomas (Navy)
Scism, Arlee (Navy)
Seibert, Fred (Army)
(*) Sexton, Walter B. (Army)
Seymore, Malcom E. (Navy)
Scott, Archie (Army)
Shannon, William L. (Navy)
Shaver, George H. (Navy)
Shropshire, Hassell (Army)
Sides, George D. (Navy)
Simmons, Horace K. (Navy)
Sistar, Walter B. (Army)
Sloan, Lonnie (Army)
Sluder, Wayne (Army)
Small, Clyde E. (Army)
Smith, Jesse (Navy)
Smith, Julius D. (Navy)
Smith, Oscar (Army)
Smith, Ventry (Navy)
Snider, Samuel (Navy)
Snuggs, Charles L. (Navy)
Spears, James (Navy)
Speer, Carl (Navy)
Springer, Jack (Army)
Stack, Porter (Army)
Stallings, William (Navy)
Stanley, Brown (Coast Artillery)
Stepp, James H. (Navy)
Stines, Loy (Navy)
Strickland, Earthie L. (Army)
Strickland, Robert W. (Army)
Stubbs, Ben (Army)
Sullivan, Richard (Army)
Sutherland, Jack (Navy)
Sutton, J. P. (Army)

Talbert, Morris (Navy)
Talbert, O. D. (Army)
Talbert, Steve (Army)
(x) Taylor, Daniel (Army)
Tessneer, Calvin C. (Navy)
Teeter, Robert E. (Army)
Thomas, Harold (Navy)
Thomas, Richard (Army)
Threatt, Sidi (Army Air Corps)
Tipton, Kenneth (Navy)
Tobar, William (Army)
Troy, Robert (Army)
Tucker, Joseph (Army)
Turner, Lee V. (Navy)
Tyson, William E. (Navy)

Uptegrove, John W. C. (Army)

Waldrop, Ned (Army)
Walker, Glenn (Army)
Walker, Oakley (Army)
Walker, Robert (Army)
Walsh, Harold (Army)
Walters, Melvin (Army)
Ward, Eldridge (Army)

Ward, Hazen (Army)
Ward, Leo (Army Air Corps)
Ward, Robert (Army)
(Enlisted 1928)
Ware, Dewey (Army)
Ware, Torrence (Navy)
Watkins, Floyd A. (Army)
Watkins, Lee (Army)
Watson, Lieut. Lemuel (Army)
Watts, Everett (Navy)
Watts, James (Navy)
Watts, Boyce (Army)
Weaden, Clarence (Army)
Weathers, Alexander, Jr. (Army)
Webb, Charles R. (Army)
Webster, John D. (Army)
(d) Whitaker, John H. (Navy)
(*) Whitaker, William E. (Army)
White, Marshall (Coast Artillery)
Whitener, Richard M. (Army)
Whitley, John P. (Navy)
Whitlock, Winfred (Army)
Whitten, Thomas M. (Army)
Widener, Charles (Navy)
Wilhite, Claude (Army)
Wilhite, George (Army)
Wilhite, James (Army)
Wilhite, Porter (Army)
Williams, Everett L. (Army)
Williams, Louis (Navy)
Williams, Samuel R. (Navy)
Williams, William R. (Navy)
Williamson, Everett (Navy)
(d) Wiles, John D. (Army)
Wiles, Fred (Army)
(Enlisted 1927)
Wilson, John C. (Army)
Wilson, Thomas (Navy)
(*) Wilson, William J. (Army)
Winn, J. Harvard (Navy)
Wood, James L. (Army)
Wood, William T. (Navy)
Wooten, Charles (Navy)
Wrenn, Lloyd (Army)
(‡) Wright, George (Army)

Yarborough, Preston (Army)
York, John R. (Army)
(**) Young, Brooks (Army)
Young, R. L. (Marine Corps)
Young, William F. (Army)
Young, William R. (Army)

Ziegler, Henry F. (Navy)

Former Students in Merchant Marine Service

Hammond, Edward
Hill, Caleb
Hillard, Clyde
Lambert, Jay
Smith, Glenn W.
Stutts, Edward
Williams, Horace

(‡) Prisoner of war.
(§) Missing in action.
(*) Killed in action, or died from wounds received in action.
(**) Died while in service.
(x) Died while being held prisoner.
(d) Discharged from active service.

LOCAL HAPPENINGS

Reported By Boys of the School Department

Intermediate B. T. U. Meeting

By William Poteat, 8th Grade

The meeting opened with a short talk on the Bible by Mr. Snyder.

After the talk, Jack Willis read a few passages from the Bible.

After the Bible reading, Mr. Snyder gave another talk on a poem he read entitled "Dad's Philosophy."

There were some visitors present, too. They were visiting Mr. and Mrs. Rouse of Cottage No. 11. Some others were from the First Baptist Church, Concord.

There was no program because of the holidays.

During the holiday season when it rained, most of the boys played games indoors but Mr. Hines took the boys of Cottages Nos. 2 and 3 to play basketball. No. 3 beat No. 2 both times. The score the first time was 13 to 8, and the score the second time was 14 to 7.

Mr. and Mrs. Brinn, of Cottage No. 2, left the school recently. Mr. Hines is the officer temporarily, and Mrs. Sappenfield is matron.

During the Christmas holidays so many of the boys received packages and presents of all sort, to say nothing of the many letters and Christmas cards, that a wagon was used to haul them around to the various cottages. Today is letter writing day, and many of the boys are writing home "Thanks for the box, etc." This is one time that all the boys really welcomed this day.

Due to bad weather Saturday, the football game between League No. One and League No. Two was called off.

Christmas at the School

In the Encyclopedia Americana, Christmas is given as "the feast commemorating the birth of Jesus, observed by the Christian Church annually on December the 25th," but to the boys here at the Training School, Christmas represented fun and lots of it. In fact, nine whole days of merriment!

The regular activities ceased Saturday morning and the different cottages played football and various other games.

Sunday morning, everyone assembled in the auditorium for a religious service. In the latter part of the service a short play was given by 16 boys. They were arrayed in white with a red letter hanging around their neck, spelling the words "Merry Christmas," and two boys, William Doss and Leroy Wilkins, were candle bearers.

At the Sunday afternoon service, Mr. Lex Kluttz, secretary of the Charlotte Y. M. C. A., was in charge. He was accompanied by Miss Robinson, Bible teacher in the Charlotte schools, who told the boys two very interesting Christmas stories.

After the service the boys went around to the store room and received a large bag of candy, nuts, apples, oranges, etc. Each one received a necktie and handkerchief.

That night, Christmas Eve, a pageant was given by the 8th Grade. The pageant was entitled, "The Birth of Jesus." In the first scene a Roman soldier (Harlan Warren) is keeping watch over the sleeping town of Bethlehem, and a traveler approaches down the center aisle while the hidden choir sings "O, Little Town of Bethlehem." The traveler (Jack Willis) says "Watchman, what of the night?" and repeats the question. The watchman replies, "The morning cometh, and also the night." Then they carry on a pantomine conversation while the choir sings "Silent Night."

In the second scene a clerk (George Hill) is seated at a desk, and a group of travelers approaches the stage from the back of the auditorium. They enroll at the desk. Then they go to the inns, and the two inn-keepers, (Lawrence Allen and John Allen) admit them. The last two travelers are Mary (Bobby Flinchum) and Joseph (John Linville). They enroll but are refused at the first inn. They go to the second where the inn-keeper shows them a stable. The curtain is drawn as the reader reads: "There was no room for them in the inn."

In the next scene, shepherds come to worship Christ while the hidden choir sings "While Shepherds Watched Their Flocks by Night." As the shepherds leave the choir sings "Joy to the World."

In the last scene three kings (William Poteat, Jimmie Stadler and Jack Williams) came to worship and to present gifts of gold and frankincense and myrrh to the Christ child. As they exit the choir sings the 4th stanza of "O, Little Town of Bethlehem."

The next day was Christmas, and in the afternoon a movie was shown in the auditorium. This continued for the entire week.

The menu for Christmas dinner was as follows.

Noodles, cake, ice cream, chicken, baked ham, milk, rice, and string beans.

On the following Wednesday the boys received another bag of fruit, chewing gum, nuts, candy, etc. Mr. Sheldon of Charlotte also gave each boy two apples and oranges. The First Baptist Church of Concord also gave all the members of the B. T. U. groups a sack of fruit and candy.

The regular activities were continued on Monday morning.

All of the boys enjoyed the holiday season very much and wish to take this opportunity to thank all the officers and faculty members for making this good time possible.

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An angry man is again angry with himself when he returns to reason.—Publius Syrus.

JANUARY IN NORTH CAROLINA HISTORY

(We The People)

IT HAPPENED IN JANUARY

Jan. 1, 1764. Public School opens in New Bern.
Jan. 1, 1775. Non-importation of British goods becomes effective.
Jan. 8, 1861. State troops take over Fort Caswell.
Jan. 13, 1790. North Carolina's first U. S. Senator qualifies for office.
Jan. 14, 1868. Carpetbag Constitutional Convention convened.
Jan. 15, 1777. Richard Caswell qualifies as first governor of the independent state of North Carolina.
Jan. 15, 1771. Queen's College in Charlotte is chartered.
Jan. 17, 1781. Revolutionary battle of Cowpens won by Morgan and North Carolina troops.
Jan. 20, 1854. Furnifold McLendon Simmons born in Jones County.
Jan. 23, 1871. North Carolina Senate, sitting as a court of impeachment, convened to try Governor Holden.
Jan. 25, 1849. Calvin Graves breaks tie vote to pass bill for the North Carolina Railroad.
Jan. 27, 1849. Fayetteville and Western Plank Road chartered.
Jan. 29, 1861. North Carolina tries to prevent war through two peace commissions.
Jan. 30. 1856. Eastern and Western sections of North Carolina railroad linked at Jamestown.

January is the anniversary of the beginning of the transportation system in North Carolina, both railroads and highways. Ninety-five years ago, January 25, 1849, Calvin Graves of Caswell County, presiding officer of the Senate, broke a 22-22 tie to grant the charter to the North Carolina Railroad. The proposal had passed the house by a slight majority. Graves abandoned the majority of his party in voting with the Whigs and breaking the tie.

The charter called for building a railroad from Charlotte to Goldsboro through Raleigh and Salisbury. Of the three million dollars called for in the charter, one million was to be raised by private subscription and the state was to put up the remainder. Finally the state had to put up an additional million for which it was issued preferred stock. Former Governor John Motley Morehead was the driving force for the movement and did much of the work to sell the idea to private stockholders.

The stockholders themselves undertook the construction work, beginning at both terminals of the line. On January 30, 1856, the eastern and western ends of the railroad were connected at Jamestown, Guilford County.

While this period in the development of "internal improvements" is generally thought of as a railroad building era, it was also a period when plank roads, called the "farmers railroads" were also being built. Two days after the North Carolina Railroad was chartered the General Asasembly granted a charter to the Fayetteville and Western Plank Road. This road was planned to run between Fayetteville, which was the center of much of the Plank Road system, and Salem. There were about 500 miles of this type road in North Carolina. Plank roads were also subsidized by the state. Tolls of one-half to four

cents per mile were charged, depending on the load.

Present-day rationing and government control of purchasing had its precedent 169 years ago when the non-importation agreement of the people of this colony went into effect on New Year's Day 1775. As a protest against British parliamentary taxation on articles imported from England our forefathers agreed not to buy any taxed article. Colonial leaders agreed to the plan and it became effective on the first day of the year.

Two years and fifteen days later, January 15, 1777, progress of the revolt against the mother country had progressed to the point in North Carolina that Richard Caswell, who had been selected as the first governor of the independent state, and his council qualified for their offices in the town of New Bern. Caswell had held a prominent place of leadership both in the events leading up to the Revolution and also as a soldier in the field fighting for independence.

Some of the events leading to the successful end of the fight for independence came to a head a few years later when General Greene came to the state. The battle of Cowpens, South Carolina, near the North Carolina line, was fought on January 17, 1781. One-third of the troops in this battle were North Carolinians, who helped defeat Colonal Tarleton and gave Cornwallis an important set-back in his attempt to capture the South.

North Carolina qualified as a member of the new nation when Benjamin Hawkins took his seat as a member of the Continental Senate on January 13, 1790. This was a few years after the war had ended, but North Carolina did not rush into the adoption of the proposed Constitution, so it was not ready to send its representatives to the legislative body of the new nation as early as did some of the other states. The Constitution was ratified in November 1789. Following that event Samuel Johnston and Hawkins were elected to the Senate. The latter was the first to take the oath of office as a Senator from this state.

January is the anniversary of four events in North Carolina's history which were connected with the Civil War and the recostruction period. Before this state left the Union the citizens of Wilmington and that section, impatient with the futile efforts to keep the state in the Union, took it upon themselves to seize Forts Caswell and Johnson on January 8, 1861.

This put Governor Ellis in the embarrassing position of having federal property in his state taken over by those who wanted to follow the lead of some of the other Southern States out of the Union and into the Confederacy. Governor Ellis, however, was carrying out the wishes of the majority of the people of the state in not leading North Carolina out of the Union until every effort had been made to prevent the war. Evidence of this sentiment is found in the appointment of a Peace Commission on January 29, which went to Washington to see if it would be possible to prevent civil war. At the same time another commission was appointed which sat as an unofficial observer of the negotiations the Confederacy was carrying on at the Confederacy's capital, Montgomery, Alabama. Both of these peace efforts, of course, came to naught.

On January 14, 1868, the Constitutional Convention which wrote the

major part of the Constitution under which North Carolina now operates met in Raliegh. It was composed largely of carpetbaggers, some Negroes and a few of the white conservatives of the state. The constitution which this convention produced, and which the people later adopted by a slim majority, formed the basis on which the state was finally admitted back into the Union.

Even the new constitution, however, did not wholly "reconstruct" the state, for three years later on January 23, 1871, the North Carolina Senate convened as a court to hear and consider the charges if impeachment brought by the lower house against Governor W. W. Holden, who had been appointed governor by President Andrew Johnson. This trial was the first impeachment of a governor in America. Holden was charged with misuse of his power in sending troops into Alamance and Caswell counties under martial law, with refusal to obey the writ of habeas corpus and with recruiting troops and putting them under the command of "one Kirk from Tennessee." The needed two-thirds vote failed to materialize on the first two counts, but 5 Republicans joined the 36 Democrats on the habeas corpus charge, and the Governor was found guilty of this charge and the others. He was removed from office, but afterwards for a number of years was postmaster in Raleigh on appointment of President Grant.

Two anniversaries in the history of education in the state fall in January. On January 1, 1764, Thomas Tomlinson opened a public school in New Bern. The teacher was not a minister, but he did get a small sum of money for the support of his school from the Society for the Propagation of the Gospel. While not supported by taxation the fact that the school was open to the public forms the basis for New Bern's claim that it was the first public school in the state.

On January 15, 1771, Queen's College in Charlotte was chartered through the influence of the Royal Governor, William Tryon. The crown later cancelled this charter, but the idea of a school for the western part of the colony was not given up by the Scotch Irish people of Mecklenburg merely because the crown vetoed the charter. The school was established as Queen's Museum. The doughty Mecklenburgers later found the name of their institution inconsistent with what happened in that county on May 20, 1775, so the name of the school was changed to Liberty Hall. It was later chartered under this name by the legislature. Many years elasped before the Presbyterians of that section were willing to forget their quarrel with the crown and give the institution the original name.

On January 20, 1854, Furnifold McLendon Simmons was born in Trenton, Jones County. After graduating from Trinity College in Randolph County, Simmons began practicing law in New Bern. He held a number of positions of political trust before he was first elected to the United States Senate in 1900, and began his service the following March. He served until 1930. Senator Simmons was nominated in a contest with General Julian S. Carr of Durham. This was the first time in the history of the state in which a Senator had been selected in a popular primary. General Carr wanted a primary and Simmons, a chairman of the Demo-

cratic Executive Committee, called that group together and ordered the primary. The nomination, of course, was later confirmed by the legislature which at that time elected the Senators. Few men in North Carolina history have a longer or more distinguished record of service than this man who was born in Trenton 90 years ago this month.

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The busy have no time for tears.—Byron.

———:———

IMPORTANT DATES IN JANUARY

(Selected)

1—New Year's Day.
1—Paul Revere born, 1735
1—Ireland became a part of the United Kingdom, 1801.
1—Greece declared itself independent of Turkey, 1822.
1—President Lincoln issued Emancipation Proclamation, 1863.
1—Commonwealth of Australia proclaimed, 1901.
2—General James Wolfe, conqueror of Quebec, born, 1727.
2—Georgia, fourth state to ratify Constitution, 1788.
2—Battle of Murfreesboro, 1863.
2—Port Arthur surrendered to the Japanese, 1905.
3—Washington defeated the British at Princeton, N. J., 1777.
4—Treaty of Paris, United States and England ratified by Congress, 1784.
4—Jacob Ludwig Karl Grimm born, 1785.
4—Utah admitted to the Union, 1896.
5—Great Northern Railway completed, 1893.
5—Calvin Coolidge died, 1933.
6—Joan of Arc born, 1412.
6—New Mexico admitted to the Union 1912.
6—Theodore Roosevelt died, 1919.
7—Israel Putnam born, 1718.
7—Bank of North America, first regular bank in the United States, opened at Philadelphia, 1782.
7—First Presidential election held in the United States, 1789.
7—Millard Fillmore born, 1800.
8—Andrew Jackson defeated the British at New Orleans, 1815.
8—Wilkie Collins born, 1824.
8—President Wilson laid his "Fourteen Points" program before Congress, 1918.
9—Connecticut, fifth state to ratify the Constitution, 1788.
9—Secession of Mississippi from the Union, 1861.
10—Ethan Allen born, 1737.
10—Stamp Act introduced in British Parliament, 1765.
10—Allies and Germany ratified the Treaty of Versailles, 1920.
11—Alexander Hamilton born, 1757.
11—Sir John A. Macdonald born, 1815.
12—John Winthrop, Colonial Governor of Massachusetts, born, 1588.
12—Charles Perrault, writer of fairy tales, born, 1628.
12—Edmund Burke born, 1729.
12—John Hancock born, 1737.
12—J. H. Pestalozzi, educational reformer, born, 1746.
12—Aribitration Treaty signed by Canada and the United States, 1909.
13—Salmon P. Chase born, 1808.
13—General Huerta, Mexican dictator, died, 1916.
14—Norway was united with Sweden, 1814.
14—Kingston, Jamaica, nearly destroyed by earthquake, 1907.
15—Moliere, French dramatist, born, 1622.

16—Robert W. Service born, 1876.
16—Prohibition Amendment to the United States Constitution became effective, 1920.
16—Provisional government of the Irish Free State constituted, 1922.
17—Thrift Week begins.
17—Benjamin Franklin born, 1706.
17—Battle of Cowpens, 1781.
18—Daniel Webster born, 1782.
18—Opening of Versailles Peace Conference, 1919.
19—James Watt born, 1736.
19—Body of Columbus transferred to Havana, 1796.
19—Robert E. Lee born, 1807.
19—Edgar Allen Poe born, 1809.
20—Presidential Inauguration Day—every four years.
20—King George V of England, died, 1936.
21—John C. Fremont born, 1813.
21—Thomas J. (Stonewall) Jackson born, 1824.
22—Francis Bacon born, 1561.
22—Pope Benedict XV died, 1922.
23—Twentieth (Lame Duck) Amendment to Constitution adopted, 1933.
24—Charles James Fox born, 1749.
24—Gold discovered in California by James W. Marshall, 1848.
25—Robert Burns born, 1759.
25—Transcontinental telephone service established in the United States, 1915.
26—Michigan admitted to the Union, 1837.
27—Wolfgang Amadeus Mozart born, 1756.
27—Lewis Carroll, author of "Alice in Wonderland," born, 1832.
27—Canadian Great Western Railway opened, 1854.
27—Incandescent lamp patented by Thomas A. Edison, 1880.
28—First commercial telephone exchange opened at New Haven, Conn., 1878.
28—Col. George W. Goethals appointed first civil governor of Panama Canal Zone, 1914.
29—Thomas Paine born, 1737.
29—William McKinley born, 1843.
29—Kansas admitted to the Union, 1861.
30—Walter S. Landor born, 1775.
30—Charles Baron Metcalfe born, 1785.
30—Walter Johannes Damrosch born, 1862.
30—Franklin Delano Roosevelt born, 1882.
31—First printing press in United States, 1639.
31—Gouverneur Morris born, 1752.
31—Franz Shubert born, 1797.
31—John Marshall appointed Chief Justice of the United States, 1801.
31—The "Great Eastern," the largest steamer then in existence launched, 1858.
31—Treaty settled Alaskan boundary dispute, 1897.

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BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these announcements.

Week of December 31, 1944

Dec. 31—Forrest Cowan, Cottage No. 10, 16th birthday.
Dec. 31—James William Hill, Cottage No. 4, 15th birthday.
Jan. 3—James Gibson, Cottage No. 5, 14th birthday.
Jan. 5—Harold Bates, Cottage No. 15, 14th birthday.

THE SOUTH LOOKS AHEAD

(Greensboro News)

The south, which has approximately one third of the nation's area and population, does not get anything like one third of the nation's income. This discrepancy is not due to lack of natural resources, for the south produces about one third of the nation's farm products, a large proportion of its minerals and one half of its lumber.

It is due to a deficiency of manufactured products as compared with other sections. What is needed to remedy the deficiency? Mainly two things: Capitalists with sufficient vision to put their money into manufacturing enterprises needed in the south and workers with sufficient know how to turn out goods which can compete with the output of other sections.

The war has greatly increased both of these necessary elements. The south today has far larger accumulations of capital than ever before. And it has an immense increase in skilled workers. Many a southern man and woman who had never put in a days work in a manufacturing plant, has in the past three years been making ships, shells, airplane parts and precision instruments. War industry has drawn on the farm as a great reservoir of labor and has given the south on industrial skill which it never had before.

Donald M. Nelson in a speech at Atlanta which was reprinted in the American Mercury said of the south:

Today, largely as a result of the war, it has industrial know-how on a large scale, both among managers and workers. Today it has substantial accumulations of regional capital. Throughout history, resources, know how and capital have always been an unbeatable economic combination.

The south's economic future is indeed bright. The purchasing power of the people is rising and so is their standard of living because they are learning how to make more things which bring in a profit. But it must not be overlooked that the continued prosperity of the south and the rest of the United States is dependent upon a world in which law, order and peace will provide the setting for a vastly increased trade among the nations.

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The success of tomorrow depends upon the preparation you are making today.—George Wesley Blount.

INSTITUTION NOTES

Christmas greetings were received from quite a number of former employees of the Training School. Those reported to this office are as follows:

Mrs. Elizabeth Baldwin, Albemarle; Mr. and Mrs. Charles E. Boger, Concord; Ralph Brausa, USN, Washington, D. C.; F. S. Clark, Charleston, S. C.; Miss Vernie Goodman, Mooresville; Raymond Helms, Newell; Mr. and Mrs. J. Guy Hudson, Rockingham; Mr. and Mrs. W. W. Johnson, Concord; Miss Lucy May Lee, Lexington; Mrs. Bettie Lee, Kannapolis; W. E. Poole, Spartanburg, S. C.; Sgt. James L. Query, USA, Holland; Miss Mary Frances Redwine, Charlotte; Mr. and Mrs. C. E. Thomas, Wadesboro; Miss Myrtle Thomas, DeLand, Florida.

—:—

Many of our former students remembered old friends among members of the School's staff of workers with greeting cards during the Christmas season. It is pleasing to note that quite a few who are serving overseas with our country's armed forces took time out amid the arduous duties on many far-flung battlefronts to send such messages. Receipt of cards have been reported from the following boys:

William N. Barnes, USA, France; Bert Barnhardt, Concord; William G. Bell, Baltimore, Md.; Cecil Bennett, Whiteville; James L. Brewer, Newton; Clyde A. Bristow, Winston-Salem; James Burr, Kannapolis; Cecil Caldwell, Lenoir; John T. Capps, USA, France; Sterald Cline, Shelby; Frank E. Cobb, USA, France; Donald Daniels, Red Springs; William T. Estes, USA, France; Ramsey J. Glasgow, USA, France; Donald and Fred Grimstead, Wilmington; Paul Harris, Ridley Park, Pa.; John Hill, Randleman; J. Carl Henry, Lincoln Park, Mich.; John Holmes, Washington, D. C.; O. Milton Hunt, Jr., Los Angeles, Calif.; Clyde A. Kivett, Statesville; Robert D. Lawrence, USMC, South Pacific; Edward Loftin, Wilmington; Clifford Lowman, Maiden; James Linebarrier, Daytona Beach, Fla.; William S. Morgan, USN; Ivan A. Morrozoff, USA, India; Horace N. McCall, Chicago, Ill.; J. W. McRorie, USN; Jack W. Page, Biscoe; Grady A. Pennington, USA, Fort Bragg; Charles Pearson, Concord; Charles Redmond, Terre Haute, Ind.; Fred R. Seibert, USA, France; Alwyn Y. Shinn, Baltimore, Md.; George Strayhorn, Durham; David E. Stubbs, Winston-Salem; David Swink, Newton; James T. Stewart, Erwin; Theodore Wallace, Fayetteville; Harold Walsh, USA, England; James C. Wiggins, Mt. Olive; David York, Lumberton; William R. Young, USA, Atlanta, Ga.

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Rev. D. H. Lowder, pastor of Morlan Park Baptist Church, Salisbury, conducted the afternoon service at the Training School last Sunday. For the Scripture Lesson he read I Samuel 16:1-16, and as a text for his message to the boys he selected part of the 11th verse—"And Samuel said unto Jesse, Send and fetch him: for we will not sit down till he come hither."

At the beginning of his remarks Rev. Mr. Lowder explained to the boys that some years before the incident mentioned in the lesson just read, Israel had a king selected for them by the name of Saul. He was a man

of fine stature and was good to look upon. However, Saul had disobeyed God and was removed from the throne.

God then told Samuel, continued the speaker, to go to Bethlehem where he would find one of Jesse's sons, whom He wanted anointed king. When Samuel entered the town the people were somewhat frightened, and asked if he came in peace, and the prophet replied that he came in peace.

Arriving at the home of Jesse, Samuel told him to send for his sons, for God had told him that one of them would be anointed king. As the first son passed before the prophet, he saw that he was of fine appearance, and thought, "Surely the Lord's anointed is before me," but the Lord said unto Samuel, "Look not on his countenance, or on the height of his stature; because I have refused him; for the Lord seeth not as man seeth; for man looketh on the outward appearance, but the Lord looketh on the heart." One by one, the other sons passed before Samuel, and one by one they were also refused.

Samuel then asked Jesse if he had other sons, and he replied that he had one, the youngest, named David, who was out in the fields caring for the sheep. The prophet then commanded that he be brought in. Jesse obeyed, and in a short time, young David came before Samuel, who told him that God had selected him to be the King of Israel.

Rev. Mr. Lower then told his listeners that, as is the case in many families today, it was possible that David was not treated well by his older brothers.

The fact that they left him in the field to tend the sheep when the prophet had called for Jesse's sons, would seem to indicate as much.

David came before Samuel with a pleasant and cheerful spirit, despite the fact that he had been neglected. There is a great lesson in this part of the story for the people of today, continued the speaker. Even though we feel that we have been neglected by someone, we should not be sulky about it.

Rev. Mr. Lowder then called attention to the fact that David, having been left behind by his brothers, went about his work of caring for the sheep, just as if nothing unusual had happened. He showed that he was willing to do the right thing, regardless of what his brothers did. Thus he showed that he had the qualities of a ruler, and there is nothing surprising in the fact that God made him king.

His work as a shepherd was sometimes rather dangerous and at others was somewhat dull. When time hung heavily upon his hands, young David used it profitably. We learn from this part of his life that it pays to be diligent—to do more than is required of us.

David was a good boy, one who feared God. He knew God, else he could not have written the beautiful Psalms.

The speaker then told the boys that they might be wondering what there is in life that challenges them. For one thing, said he, when Satan tempts us, we can fight him with all our might. By resisting the urge to do evil, we are made stronger, and each succeeding temptation may be more easily overcome.

In conclusion, Rev. Mr. Lowder urged each boy within the sound of his

voice to seek to live a life that is pure and clean; to realize that he has a life to live for the Lord, and to ever strive to live in such a way that will be pleasing in God's sight.

Rev. Mr. Lowder was accompanied by quite a number of members of his congregation, some of whom rendered a short musical program in a most pleasing manner. At the beginning of the service, a trio, consisting of Miss Mary Frances Roseman, Mrs E. P. Williams, Jr. and Clyde Pinion rendered two numbers, as follows: "Did You Think To Pray" and "Let The Song Never Die." Following the sermon, the trio sang "Just A Little While," and the two young ladies sang, "Speak To My Heart." Miss Aileen Roseman played the piano accompaniment for all these selecetions.

———:———

YOUTH

Youth is not a time of life . . . . it is a state of mind. It is not a matter of ripe cheeks, red lips and supple knees; it is a temper of the will, a quality of the imagination, a vigor of the emotions; it is a freshness of the deep springs of life.

Youth means a temperamental predominance of courage over timidity, of the appetite for adventure over love of ease. This often exists in a man of fifty more than a boy of twenty.

Nobody grows old merely living a number of years; people grow old only by deserting their Ideals. Years wrinkle the skin, but to give up enthusiasm wrinkles the soul. Worry, doubt, self-distrust, fear and despair . . . . these are the long, long years that bow the head and turn the growing spirit back to dust.

Whether seventy or sixteen, there is in every being's heart the love of wonder, the sweet amazement of the stars and star-like things and thoughts, the undaunted challenge of events, the unfailing child-like appetite for what next, and the joy and game of life.

You are as young as your faith, as old as your doubt, as young as your self-confidence, as old as your fear; as young as your hope, as old as your despair.

In the central place of your heart there is a wireless station; as long as it receives messages of beauty, hope, cheer, courage, grandeur and power from the earth, from men and from the infinite, so long are you young.

When the wires are all down and all the central place of your heart is covered with snows of pessimism and the ice of cynicism, then you are grown old indeed and may God have mercy on your soul.—**Anon.**

COTTAGE HONOR ROLL

Week Ending December 31, 1944

RECEIVING COTTAGE

Phil Batson
Thomas Brantley
Charles Brown
Coy Crabtree
William Hilliard
Harry Mathews
Robert Roberts
James Perkins
Leslie Winner

COTTAGE No. 1

(Cottage Closed)

COTTAGE No. 2

(No Honor Roll)

COTTAGE No. 3

William Brooks
Craven Callahan
William Doss
Charles Earp
Earl Green
Robert Helms
Jack Hensley
James Hensley
Thomas Hyder
Robert Lee
William Ussery
Paul Wolfe
Cecil Kinion

COTTAGE No. 4

John Fine
Jack Gray
Eugene Hudgins
Robert Hogan
Roy Miller
Thomas Ruff
John R. Smith

COTTAGE No. 5

(No Honor Roll)

COTTAGE No. 6

Rufus Driggers
Vernon Foster
Keith Futch
Stanford McLean
Robert Mason
Clay Shew
Charles Sellers

COTTAGE No. 7

David Brooks
Robert Cannady
Carlos Faircloth
Ned Metcalf
Ray Naylor

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Raymond Bullman
Leonard Church
Conrad Cox
Worth Craven
Ray Edwards
Liston Grice
Edward Guffey
Charles McClenney
J. B. Wilson

COTTAGE No. 10

(No Honor Roll)

COTTAGE No. 11

Charles Alexander
Elmer Heath
Raymond Hunsucker
William Lowery
James Phillips
Alvin Porter
James Ray
Marshall Sessoms
J. W. Smith

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

William Andrews
Eugene Frazier
Robert Hobbs
Robert Hensley

COTTAGE No. 14

Charles Blakemore
Hugh Cornwell
Troy Morris
Clifton Rhodes
Bruce Sawyer
Howard Hall

COTTAGE No. 15

Frank Bass
George Brown
Houston Berry
Harold Bates
Jack Benfield
Harold Coffey
Jack Crump
Robert Flinchum
R. V. Hutchinson
William Holder
Kenneth Hankins
James Knight
J. B. Ledford
Charles Stephenson
Gordon McHan
Robert Myers
William Myers
Hilton Reid
Robert Rivenbark
Kenneth Staley
Alvin Stewart
Harvey Squires
Dewey Smith
Clyde Shook
Coy Wilcox
Jack Willis

INDIAN COTTAGE

Jack Bailey
Peter Chavis
Frank Chavis
Marshall Hunt
R. C. Hoyle

INFIRMARY

(No Honor Roll)

———:———

CHILD DELINQUENCY

Much is said on the subject of delinquency, proposals made and remedies tried. The wave of juvenile crime has continued to sweep the country since war started and hoodlumism has hit hard the cities No matter the size of the town, delinquency is an issue that affects the public welfare. Better partenthood has been one of the solutions to the problem. This is something that can be done right here at home, correcting child delinquency through understanding and sympathy. Behind each child is a parent, as a rule one parent is alive, who can affect a cure, due to each young one being born with a sense of good and bad.

Elders might cope better with the problem by not allowing children to keep all kinds of night hours, frequent night spots that are questionable, to relax supervision because "children will be children" and an easier way out of doing our parental duty. Many refuse to curb a child's pleasure since you are only young once! The remedy for ills attacking the nation's youth is the bettering of home conditions, of not being neglectful in overlooking the spiritual education of the child, considering his companions, noticing his pursuits in relaxation. See if his desires are normal, healthy, happy ones, that he is groping for the right. The effort to make of ourselves better parents will result in better children.—Mooresville Enterprise.

THE UPLIFT

VOL. XXXIII CONCORD, N. C., JANUARY 13, 1945 No. 2

CONSIDER THE HAMMER

A good one doesn't lose its head and fly off the handle.
It finds the point and drives it home.
It looks on the other side and clinches the matter.
Occasionally it makes mistakes, but rectifies them.
It keeps pounding away until the job is done.
It is the only knocker in the world that does constructive work.

—Selected.

Published By
THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

SOMETIME—SOMEWHERE

You gave on the way a pleasant smile,
And thought no more about it.
It cheered a life that had been dark the while,
Which might have wrecked without it.
And so for that smile and fruitage rare,
You'll reap a crown sometime—somewhere.

You spoke one day a cheering word,
And passed to other duties.
It cheered a heart; no promise stirred,
And painted a life with beauties.
And so for that word of golden cheer,
You'll reap a talent sometime—somewhere.

You lent a hand to a fallen one,
A lift in goodness given.
You saved a soul when help was rare,
And won an honest heart forever.
And so, for that help you proffered there,
Kind friend, you'll reap a joy—sometime—somewhere.

—Author Unknown.

A SALUTE TO GOVERNOR GREGG CHERRY

Hon. R. Gregg Cherry was inaugurated as North Carolina's governor on Thursday, January 4th, at the State Capitol in Raleigh. In the life of the state this represented an important event, attended as it was by the solemn inaugural ceremonies. For Mr. Cherry, himself, it was the hour of greatest political triumph. Only a very few men

ever achieve the high honor of sitting in a governor's chair, though many, no doubt, covet the prize.

When Mr. Cherry became the chief executive officer of the state, two great principles of a democratic form of government were manifested. In the first place, it demonstrated again that the doors of opportunity in North Carolina for fame and honor are always open to those who aspire and are willing to pay the price. Also, there was demonstrated again the fact that there are amongst us those who do have the courage, the grit, and the stamina to overcome all obstacles. He represents those whom the poet Tennyson describes when he declares they are "strong in power to strive, to seek, to find, and not to yield."

On January 5th an editorial in the Charlotte Observer speaks as follows:

> "The kind of Governor Mr. Cherry is going to make is a question about which there can be no reasonable doubt. His inaugural address is a fair and clear photograph of his political philosophy and the program of action he will follow:
>
> "From that document some conclusions as to the character of his administration are easily to be reached.
>
> "The new Governor will not be sensational. He has no flair for theatrics or fan fare. He has in a superior manner the grace of humility.
>
> "He is nothing if not democratic to the core. He mixes congenially with all classes. He is at home in all societies. He will be the Governor of no group, subject to no special interests, influenced by no minority pressures.
>
> "He will be the Governor of all the people of North Carolina.
>
> "His policies, as these can be so clearly foreseen in the statements contained in his inaugural address, will be conservative. Obviously, they will be in line with the traditional political leadership of the State under recent Democratic administrations.
>
> "These, measured by and large, have made for good, sound and progressive government.
>
> "By reason of his long experience during the past 10 years both in the Senate and the House, Governor Cherry knows, as few recent Governors have had occasion to know, the history of our progress in North Carolina as well as its problems, among which is that of the present need of the State of attracting new capital for investment in new industries."

Naturally, our greatest concern was to note what the new Governor would have to say in his inaugural address regarding the State's

welfare program during his administration. His proposals for this phase of the work were clear and definite, and we commend him heartily for his progressive stand.

From his inaugural address we quote the following:

> "Even before the present war, our institutions and agencies for the mentally sick and many of our charitable and correctional institutions were overcrowded and lacking in facilities. Our Progressive State should not permit the existing conditions to be prolonged beyond the date adequate relief can be had. These are institutions which have no alumni associations or legislative committees to present their claims to the General Assembly, but I have faith in the awakened public conscience of an enlightened citizenship, who are and will be determined to see that justice shall be done in keeping with the reasonable financial ability of a Progressive State.
>
> "Therefore, I recommend to this General Assembly that adequate provision shall be made toward the care of our mentally sick and those who inhabit our charitble and correctional institutions, to the end that North Carolina shall do most for those less fortunate."

* * * * * * * *

THE BAKERY DEPARTMENT

The bakery department where so much of the food for the School is prepared of course is one of our most essential departments. This is the one department that is in constant use, serving to maintain a continuous flow of breads, cakes and pies out to the cottages. The motto of the department is "See us for your food needs."

This department operates under the supervision of Mr. Frank Liske, who has been employed at the School for a period of years. Working with Mr. Liske there are on an average of 10 boys each morning and each afternoon. They have many different things to do, keeping everything moving on schedule. Mr. Liske does an excellent job in training his boys and he enters industriously into the work himself.

The equipment of the department consists of the following items:

Oven, bread mixer, cake machine, bread slicer and wrapper, dough trough, scales, storage bins, proofer compartment, bread and pan racks, roll cutter, and 125 bread pans, capacity 3 loaves each.

The food prepared in this department consists of the following:

Light bread, corn bread, rolls, pies, cookies, cakes and potatoes.

To meet the needs of the School, including boys and officers, the following major supplies are required each month.

50 bags of flour—hard wheat bakery flour.
800 to 900 pounds of sugar.
400 pounds of shortening.
2600 pounds of meal.

Other supplies consist of salt, yeast, vitamin tablets, milk (whole and powdered) and water.

Rolls are furnished from the bakery to the boys on Friday of each week. The same is true of pies and cakes. In preparing potato pies the following recipe is used:

90 pounds of potatoes	3 pounds of butter
30 pounds of sugar	12 quarts of whole milk.
40 eggs	5 lbs of powdered milk

Spices

One of the most important jobs in the bakery is what is known as setting the sponge. This is when the dough for the light bread is first mixed, including flour, salt, yeast, vitamins (enrichment wafers,) and water. The sponge is set at 5:00 P. M. on one day and after it rises in the proofer compartment, is removed at 5:00 A. M. the following day. It then undergoes a remixing process at which time there is added about one-third more flour, 4 per cent of sugar, 4 per cent of milk, shortening and some water. In is then ready for the proofing compartment. From there it goes to the oven.

It requires approximately one year for a boy to learn the various skills of this department. He is then equipped to get a job in almost any commercial bakery, and several of our boys in the service have profited greatly from their training received here.

In addition to operating the bakery Mr. Liske and his boys are responsible for the following related activities:

(a) Operating the ice plant.
(b) Attending to the cold storage plant.
(c) Cutting up and storing meats.
(d) Operating the school furnace.
(e) Grinding sausage.
(f) Distributing food supplies out to the cottages.

ALEXANDER HAMILTON

January 11th marks the anniversary of the birth of Alexander Hamilton. He was born in the West Indies in the year 1757. Along with George Washington, Thomas Jefferson and others of his day he ranks as one of America's greatest statesmen and leaders.

Mr. Hamilton, an ardent advocate of a strong centralized government, played a conspicuous part in founding the government of the United States, which has become the premier republic of the world. He had strong convictions regarding the great principles of political thought in his day, and because of this fact he found himself in sharp conflict with other leaders. He frequently encountered the bitter opposition of Thomas Jefferson, who was noted for his liberal ideals of a democracy. In appraising his opponent, Mr. Jefferson said, "But Hamilton is a patriot and a great man. I honor him for his services to our country."

Mr. Hamilton took his seat as Secretary of the Treasury in Washington's first cabinet at a time when the treasury was empty and the government was without credit. Today he is honored as the great statesman who possessed the wisdom, the vision and the courage to do the thing that needed to be done in order to establish and preserve the nation. There was an impending crisis which challenged the best leadership of that dark hour.

Through the initiative of Mr. Hamilton the general government agreed to pay the debts incurred by the states during the Revolution; a national bank and mint were established; and national revenues were provided for by means of import duties and taxes on certain home products.

In 1804, after his retiring as Secretary of the Treasury, he became involved in a political dispute with Aaron Burr, and accepted the latter's challenge to a duel, in which he fell mortally wounded. On the monument at his grave in Old Trinity Chruchyard, New York, one may today read this fitting tribute to him:

"The patriot of incorruptible integrity; the soldier of valor; the statesman of consummate wisdom."

LOCAL HAPPENINGS

Reported By Boys of the School Department

OUR SCHOOL DEPARTMENT

Grade One

In our first grade there are thirty-five boys in the morning and afternoon combined. Of these boys there are eighteen in the morning period and seventeen boys in the afternoon school period.

To begin the day delightfully, the boys of that grade participate in a special period of devotion, in which all of them take part. This period consists of a Bible reading, a short prayer by each boy, and songs by all of the boys.

During the school time there is a discussion between groups of boys on great men and their works. At the present time the boys are discussing Benjamin Franklin.

The room is decorated with pretty pictures and very attractive flowers. The weather has not agreed with the flowers lately, but they are growing just the same. There is also a very fine collection of books in the first grade room.

The boys have been studying up on a play entitled "Little Black Sambo," which they are planning to give very soon. All of the grades will be invited to see the play.

These boys also have a reading period every day and their teacher reads them stories and books. They are now having a book read to them entitled "Big Road Walker." They enjoy it very much and show their appreciation for the story by doing their work right. We hope these boys will make much progress, for this is our lowest grade.

Grade Two

The second grade has an enrollment of 42 students. The boys who attend the morning class are 24 in number, and there are 18 in the afternoon section.

Each morning at the beginning of the class the boys have a devotional period, which consists of Bible reading, a Bible story and sentence prayers. After this they sing several songs.

This grade has studied health and has given a very good and worthwhile program in the auditorium, to which all grades were invited.

Recently they have taken up the study of birds and bird life. They are learning to identify birds, birds' eggs, where the birds make their homes, what the birds' homes are made of, and many other characteristics of birds. We are sure that this study will help the grade in its biological work.

Grade Three

The third grade at our school has a complete enrollment of 40 boys. There are 21 boys in the morning section and 19 in the afternoon section.

These boys were eager to continue attending school after the Christmas holidays. Every one of them had a very Merry Christmas and was very happy to come back to school.

The subjects that are taught in the third grade are Arithmetic, Reading, Writing, Spelling, Language, Drawing and Music.

The music and drawing classes are just beginning, and many new songs are being learned in the music class. This grade is making seasonal drawings for use on the boards in the room.

Grade Four

In the fourth grade we have an enrollment of 44 boys. There are 21 boys in the morning section and 23 in the afternoon section.

The boys have a devotional period first of all, which consists of Bible stories read by the teacher and the Lord's Prayer by the boys. After the Lord's Prayer the boys have silent or sentence prayers.

The subjects that are taught in this grade are Language, Reading, Writing, Arithmetic (in which they are studying division), Spelling (in which they get their words from their other lessons), and Geography. In the latter study they have just finished a very interesting unit on Switzerland. The boys enjoyed it very much, and they are getting very much from their lessons. All are working very nicely and they seem to want to do good work this year.

Grade Five

In our fifth grade we have a pretty large group of boys whose ages range from 10 years old as high as 17 years old. There are 50 boys who attend the fifth grade classes—27 in the morning section and 23 in the afternoon section.

The boys in this room have a devotional period every morning before classes in which every boy participates. This devotional period consists of a Bible story, sometimes read by the teacher, and sometimes it is read by one of the boys. There are also questions asked by the teacher in which each boy gives his opinion of Christianity. After the questions, a discussion is held in which the boys get a chance to talk on how God has helped them individually and as a group. Later, after a prayer has been uttered, or sentence prayers have been made, the boys sing several hymns and other songs.

The subjects that are taught in this grade are Reading, Writing, Arithmetic, Spelling, English, Geography, History, Music, Art and Science. In the reading class the fifth grade is studying about iron and steel; in history they are studying about the California gold rush; and in geography they are studying about the great rivers of the world, of which the Mississippi River and the Rhine River are the main rivers of their study.

The boys also have a nice collection of pictures that have been drawn to decorate their room. There are two large murals and a few smaller pictures that were drawn by the fifth grade boys, and a few boys from other grades who helped to a small extent.

We hope that these boys make many more improvements and will strive to gain headway in the future and will some day make something of themselves in the world.

Grade Six

In the sixth grade there is a total of 47 boys. In the morning section there are 23 boys and in the afternoon section there are 24 boys.

The subjects that are taught in the sixth grade are English, Science, Reading, Writing, Arithmetic, Geography and Spelling.

Most of the boys in this grade put

their minds to their work and get a lot out of their studies. Some of the boys, in the beginning, did not want to learn, but we can at least say that they are improving.

In this grade, as in others, the boys have a daily devotional period in which each and every boy participates.

There are a few pictures on the walls of the sixth grade room, that were put there to decorate the room and put more color in the room.

Grade Seven

The seventh grade has a complete enrollment of 41 boys. In the morning section there are 19 boys, and 22 more attend in the afternoon.

The subjects that are taught are History, Arithmetic, Science, Spelling, Writing, Geography, English and Reading.

The geography study covers discussions about the Southern countries of the world. The boys enjoy studying about these countries, their inhabitants, clothing, homes, products, customs, foods, and many other characteristics.

The boys are studying about the history of the United States of America. They are studying about the famous battles, people, machines, and many other historical events and people.

This grade is occupying the former Indian school room, while the Indian boys have another room for their own use.

Grade Eight

The eighth grade is the highest grade that we have at the Training School, and more is expected from each boy in this grade, as they should be the ones that set examples for the lower grades. There is a total of 33 boys in this room, and 31 different counties are represented. In the morning section there are 15 boys and 14 counties are represented, and in the afternoon there are 18 boys, representing 17 counties. One boy in the eighth grade is from the state of Florida.

The subjects that are taught in the eighth grade are Arithmetic, Writing, Reading, Spelling, History, Science and English. In our history class we have about a half-dozen booklets on North Carolina, as the history is about the state. The names of these booklets are: North Carolina—The State With a Future; North Carolina—The Tar Heel State; North Carolina—The Balanced State; Outdoors in North Carolina; North Carolina, Variety Vacationland and Facts About North Carolina. These booklets help us a lot in our work and understanding of the state in a better way.

The eighth grade has given several plays and programs in the auditorium. It also sponsored the Christmas pageant on Christmas Eve. We are planning to give many more programs and plays, and hope that each one will be a success. The next program that we will give will be a midget show, in which several boys from other grades will participate.

We have quite a few pretty pictures on our boards and on the walls of the room. Many of these pictures have been drawn to decorate the room. These are seasonal pictures, and the ones on the boards and walls at the present time are scenes of January.

We have just a few boys in each section, but we try to work together and have a better system of studying our lessons.

In the place of geography, the eighth grade studies current events, and usually we have readings from newspapers for our benefit.

The Indian Room

In our Training School there are about a dozen Indian boys. Most of these boys go to school, and the only classes that are held for them are held in the morning. There are 11 Indian boys that go to school. The grades range from the first to the fourth for these boys, and their ages range from 10 to 17 years.

The subjects that are taught are Arithmetic, Spelling, Reading, Writing, and Language. All of these boys are in the same room and are taught by the same teacher, but they have their lessons according to their grades.

The main topic for these boys is the study of the North American Indians and their characteristics. They are studying about how Indians lived, their customs, clothing, homes, and many other things about the Indians of yesteryear. We are looking for many changes in these boys, and we are sure that they are improving in various ways.

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BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these announcements.

Week of January 7, 1945

Jan. 8—Carl Goard, Cottage No. 6, 11th birthday.
Jan. 8—Fred Coates, Cottage No. 9, 14th birthday.
Jan. 9—Leroy Lowery, Indian Cottage, 16th birthday.
Jan. 10—Jerry Smith, Cottage No. 14, 14th birthday.
Jan. 11—Barney Mills, Cottage No. 9, 15th birthday.
Jan. 12—Robert Flinchum, Cottage No. 15, 15th birthday.
Jan. 13—George Brown, Cottage No. 15, 15th birthday.
Jan. 13—William Grissett, Cottage No. 10, 16 birthday.

Week of January 14, 1945

Jan. 15—Raymond Pruitt, Cottage No. 5, 16th birthday.
Jan. 15—W. Harold Cruse, Cottage No. 5, 15th birthday.
Jan. 17—John McLean, Cottage No. 2, 14th birthday.
Jan. 19—Harry Matthews, Receiving Cottage, 15th birthday.
Jan. 19—Leslie Winner, Jr., Receiving Cottage, 16th birthday.
Jan. 19—Hubert T. Smith, Cottage No. 14, 17th birthday.
Jan. 20—Donald Bowden, Cottage No. 11, 13th birthday.
Jan. 20—Houston Berry, Cottage No. 15, 16th birthday.

RESOLUTION FOR 1945

(Stanly News and Press)

American people have long made it a practice to resolve to change their way of living, as of the first of the year. This is done by making resolutions, and while no records have been submitted which would indicate that the practice has ever changed the course of the nation, we can at least hope that such is a possibility.

Far too many people spend their time at this season of the year forming resolutions which can be characterized as laudable, but which add nothing to the sum total of good which should accrue to the city, county, state and nation through the efforts of its individual citizens.

Democracy is the best form of government. Christ put the individual citizen on a pinnacle, and for that reason we believe that democratic form of government is in accordonce with the wishes of the Supreme Ruler. Other forms of government make the state supreme, with the result that the welfare of the individual suffers if it comes in conflict with what a few men consider to be for the best interests of the state.

But the curse of democracy is indifference on the part of citizens. And that indifference is so widespread here in this country that the men and women who would shape our governments in the patern of true democracy are crushed by a feeling of futility.

More than anything else, a deeper interest in government and churches in 1945 will serve to bring us nearer to our heart's desire for the nation. If we were writing the resolution which we believe would revolutionize government and religion in this country in the course of a few years, we would state it as follows:

"I hereby resolve in 1945, and in subsequent years, to take a deeper interest in every phase of church activity, and to do my part of the work of the church, and furthermore, I resolve to take more interest in the government of my city, county, state and nation, freely expressing what I believe with regard to improvement of governmental services, and working didigently to elect men to office who will regard themselfes throughout their terms of office as servants of the people rother than owners and masters of the territory which thef have been chosen to govern."

As a people, we are too easily satisfied with the feeble efforts to spread the gospel, and with the quality of government and government services. We need to make our influence, as individual citizens, felt in government. We can make that influence felt by voting, by attending precinct meetings and conventions, and by expressing our opinions to those who have been chosen to serve us in various capacities.

The nation was shocked last week when stories were published about American soldiers in Europe who were stealing so many army supplies that the men in the front lines were actually lacking in fighting materials. But we should not have been shocked. Far too few of our men have been taught the principles of right living as outlined in the Bible, and far too much

lawbreaking has been allowed to go on because of poor government and courts that are a disgrace to the nation. We have sowed indifference and we are reaping the harvest.

The home is important and so are the schools. The home is not doing such a bad job, and the schools are failing in many instances only because of the failure of government to provide them with adequate funds to employ capable teachers. But we are suffering as a nation because of the weaknesses of the church and our various governments.

And so when you write your New Year's resolutions this year, we urge you to incorporate at the head of the list one similar to that outlined in this column. More than ever, we believe in Democracy, but we must make it strong and keep it strong through a deep and abiding interest in its principles and its institutions.

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AMERICA

Perhaps some evening you would like to read to your children what Toni Taylor thinks about America. This is what Toni wrote:

I believe in what I can see with my eyes: the hills that are green in the spring and red and brown in the fall, the brook I fish in and the ocean where the waves roll me over. I believe in the sun that gets up with me in the morning, and the night that I see from my bed.

I believe in what I can feel with my hands: the walls of the house that shelters me, the thick fur on my puppy's neck, the sharp blades of my Christmas skates, the warm wool of my sweaters and mittens, the crunch of my sled as I go down hill, and the cold of the snow.

I believe in what I hear with my ears: the crack of the fire when I cook out-of-doors, the shouts when we play after school, the lambs that bleat in the spring, and the songs we sing.

I believe in the people I know: my mother and father because they are wonderful and because they love me, my teacher because she makes school fun, my friends because they are not sissies, my doctor because he laughs a lot and only hurts when he has to.

I believe in America because I was born here: I am happy here; when I get big, I can be a pilot, or a fireman; I can build the biggest bridge in the world if I want to; I can be the captain of a ship. I'll be as big as everybody else when I grow up in America—I like it here.

SOUTH MORE SELF-SUFFICIENT

(Charlotte Observer)

In one sense the entire South is now in improved position to promote its own industrial development during the years ahead on its own power.

No longer needour section lament or apologize that it is lacking in financial resources to do for itself what formerly it was so dependent upon foreign capital to accomplish.

The South has attained to a position unique in this respect in its history of the past 80 years, or since the Civil war.

Some simple facts bear out this contention. They are presented by the Southern States Industrial Council through its director of research, Thurman Sensing.

In 1880, 15 years after the close of the Civil war, the total deposits in all the banks of the 15 Southern States from Texas to Virginia, amounted to no more than $190,000,000. At the present time, these deposits amount to $20,000,000,000, or 100 times the deposits in the South 65 years ago and 10 times more than the deposits in the banks of the entire 48 states 65 years ago. It is an amount sufficient to have paid of the entire national debt in 1932.

To put it still another way, the per capita deposits of the South in 1880 were only $10, while today they are $475.

Moreover, since 1900 at least, the deposits of the South have increase proportionately faster than the nation at large, being 16 times larger than they were 45 years ago while the deposits of the nation are only eight times larger.

The most striking increase in the deposits of the South has been made during the past four years,—due considerably to the stimulus of war contracts allocated to the South,—increasing from $11,000,000,000 in 1940 to the present total of $20,000,000,000, or practically doubling in four years.

Mr. Sensing properly observes that there is an immense reservoir of capital now available in the banks of the South, such an amount, in fact, that the people of the South can now begin to guide their own destinies so far as their industrial progress is concerned. The opportunity the South has been awaiting for so long is now here. Once this has been realized and acted upon, the people of the South are destined for such prosperity as they have never known before.

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The power of God is the only thing that can make us civil. Good manners are merely the result of the reverence that one holds for another person. That poor thing which we call man has an opportunity to share with God. He believes that man is competent to come up to His level.—Arthur S. Lloyd, D. D.

FEAR OF COMMUNISM

(Stanly News and Press)

England's terrible plight in this war may be traced almost directly to her fear of communism, and yet a country which has a communistic form of government has literally saved the British Empire from complete destruction. The irony of such a situation is heightened by the fact that today the British leaders are apparently using their armed as well as their political strength against communism.

Following the First World War, the people of Russia destroyed the ruling class, and adopted a communistic form of government, which is a variation of socialism. Under such a system, the government controls the manufacturing and farming assets of the nation, and everyone has a place to work. Theoretically speaking, a citizen is then paid according to his needs, and not according to his worth, or his contribution to the general success of the enterprise with which he is connected. Of course, there have been variations of the over-all plan, with special attention given to incentives for greater production on the farms and in the factories, which brings it back more in line with the so-called capitalistic system, in which a man is paid more or less according to his worth, and his possessions are limited only by his energy and his wisdom in making investments.

In the early days of communism in Russia, the leaders felt that they were morally obligated to see that the same form of government was set up in all countries of the world, even if force were necessary to accomplish that purpose. For this reason, communism came to be feared in those countries where the capitalistic system of government held sway. England, being so close to Russia, feared communism much more than did the United States, and because of this fear and because of the smartness of the German leaders, British leaders actually encouraged the developement of a strong Germany, which would serve as a buffer against communism. But when Germany became as strong as she felt was necessary to conguer the world, she set out to do it. Britain, although she is lined up on the side which will win the war, has felt the heavy hand of war in civilian as well as service casualties, her resources have been exhausted, and her shrines have been destroyed by German weapons.

Communism cannot take control of a country where the great majority of its people are well paid and where there is little suffering because of want and privation. But it does appeal to citizens of nations which are in the plight in which Greece, Belguim, Italy, Holland, and other countries which were over-run by the Germans find themselves today.

British leaders are backing men in Greece and Italy whom they want to have charge of the newly formed governments, and they are backing them with arms. American leaders are re-affirming their policy of letting the people of liberated countries select their own leaders and governments. This difference in policies is potential dynamite for the "big

three" of the allied nations, for Prime Minister Churchill has openly expressed his determination not to allow persons of communistic leanings to take charge of the government in Greece.

Communistic government in Russia seems to have done an excellent job, but only time will reveal the true value of such a government. may rest assured that it will become the dominating type of government throughout the world in the years to come if it meets the test of time, and if democracies, because of inferior leadership, lack the vision to provide for the needs of all the people.

THE TEMPLE OF CHARACTER

Life is but a vast training school for the purpose of building character. If we work on marble, it will perish. If we work on brass, time will efface it. If we rear temples, they will crumble into dust; but if we work upon our immortal minds, if we imbue them with principles, with a just reverence for God and an understanding of our fellow men, we engrave something that will live through all eternity.

There is a structure which everyone is building, wherein every act of life is a stone. If day by day we build our temporal building agreeably to the rules laid down by the Master on his trestleboard, we will in the end have a spiritual temple agreeably to the designs laid down by the Shpreme Architect of the Universe. Every man is the architect of his own character; but, as a flaw in one link will cause the chain to break, so will one dishonorable act or word leave its impress upon our charaster. The temple of human character is built day by day, though we may not be aware of its erection. It is a building that must stand, not only for the present, but for all eternity, so we should take heed how we build.

Our minds are given to us, but we build our own character. Cultivate the faculties of mind and heart, uniting them in harmonious proportion, and they will make character. The mind is the garden, character is the fruit; the mind is the page in the book of life, character is the writing we place thereon.

The value placed upon character is the standard of human progress. The individual, the community or the nation, tells its standing, its progress, its true wealth and glory by its estimate of character. The man or nation that lightly esteems character is low and degraded. Just in proportion as a man prizes his character, so is he. The great pillar of society is the individual character.—Masonic Tribune.

SACRIFICE AND SCANDAL

(Christian Science Monitor)

The tired looking lad in the much decorated marine uniform—lately of Tarawa, Tinian and Saipan—had returned to the Pacific coast in an overcrowded transport after two years of jungle fighting, and had sat up in a day coach (no pullman seats were available) all across the Continent to his home near Boston. Feeling the need for a more restful trip back to San Francisco, he immediately tried to get pullman reservations for the end of his 30 day leave. "Nothing doing. All sold out," he was told.

"But," said an acquaintenance "if you want to pay a little extra, I can fix it up for you. I know an agent at the station who holds back tickets for his own "friends." All you have to do is put the ticket money in an envelope with a "tip" and hand it to him." The Marine was not grateful. He was momentarily somewhat bitter, and justifiably so. His query, "What am I going back for—to fight for a bunch of chislers?"—was not easy to answer.

Other men have returned from witnessing supreme sacrifices in the war areas to face this disillusioning chiseling on the home front. Some discharged veterans have searched vainly for living quarters, only to learn that apartments can be found if one is willing to give the building superintendent a gratuity of $75 or $100 out of his severance pay! And they hear there is plenty of gas and beef and other "scarce" commodities if they want to pay excessive prices.

This gouging of the public by otherwise respectable citizens is a comtemptible practice, and but a shade removed from the fleecing of servicemen and their families by shady promoters and outright robbery by mail box thieves. It is more than cheap graft. It is downright cheating, and that portion of the public which encourages it is equally to blame.

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I do not despise genius—indeed, I wish I had a basketful of it instead of a brain, but yet, after a great deal of experience and observation, I have become convinced that industry is a better horse to ride than genius. It may never carry any one man as far as genius has carried individuals, but industry—patient, steady, intelligent industry—will carry thousands into comfort and even into celebrity, and this it does with absolute certainty.

—Walter Lippmann.

A NEW FRONTIER

(Mooresville Enterprise)

The late Wendell Willkie once said of the postwar world: "We are not going to return to anything." Those familiar with the aviation industry will say amen to Willkie's remark. It will come out of this war a giant. A few years ago it was an infant.

Aviation growth is most clearly reflected in airline development. In 1935, the airlines carried over 700,000 passengers. In 1941, shortly before the government requisitioned a large number of planes for military purposes, they carried over 4,000,000 passengers and flew over a billion and a half passenger miles. In 1935, they carried 4,186,000 pounds of mail; in 1942, 18,700,000 pounds over more than 45,000 miles of air mail routes. In 1935, they carried less than 4,000,000 pounds of express; in 1943, 57,500,000 pounds.

Contrary to the notion that the airlines are supported by mail subsidies, the post office last week took in something like $30,000,000 more on the sale of air mail stamps than it paid the airlines for the mail carried—a $50,000,000 revenue to government from this source is estimated for 1944. The cost of carrying the mail has been halved since 1935. Passenger and express rates are steadily falling, says Industrial News Review.

So much for the record. The future of the airlines promises to be even more progressive and exciting. A recent survey showed that insofar as the airlines are concerned, there is clear evidence that post-war growth will continue to be rapid. Findings indicate that three times as many people will use the airways as have doie so in the past. There will be a demand for foreign travel as well as domestic transportation. Europe and South America will be so close to us by air that they will open up entirely new travel patterns.

The aviation industry is glowing proof that a new frontier is still ahead of us.

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—The Silent Partner.

Several of the rules of Marcus Aurelius that are well worth remembering:

Love work.
Turn a deaf ear to slander.
Be considerate in correcting others.
Do not be taken up by trifles.
Do not resent plain speaking.
Meet offenders half-way.
Be thorough in thought.
Have an open mind.
Do your duty without grumbling.—Efficiency Magazine.

THE BIBLE AND DURABLE PEACE

(Morresville Enterprise)

The attainment of durable peace is still a matter of desire and hope rather than a reality. One thing is clear. Our problems and our difficultties, our sense of bafflement and confusion, do not spring from any material causes nor from any inability to visualize our potentialities and our possibilities. The roots of our tragic shortcomings lie in the realm of the spirit.

Time and again we find ourselves defeated in efforts to improve conditions within and among nations solely because of the spirit which animates human relationship. Our most earnest endeavors often flounder and founder because we fail to find reliable guide posts in the basic sphere of relations of man to man.

Yet such guide posts exist—plainly to be seen by those who wish to see them, easily to follow by those who realize their surpassing worth. They are embodied in a book, the Book of the Ages, the Holy Bible. That Book is, indeed, as Lincoln once said, "the best gift which God has given to man." It is the "revelation of God's will as to the relationship of man to God. It is the most complete and satisfactory compendium on moral and ethical principles. Its precepts have withstood attack and criticism, derision and doubt. They have omerged triumphant from the test of centuries as the most constructive basis of human relationships.

What we need today, above everything else, is a universal and firm conviction that only if the thought and action of every one of us are guided by the spirit of the Bible can humanity win through to our ardently desired goal of happy and contented life for all; that if that spirit is cast aside or warped, disaster alone is in store for us. There should be engraved in the mind of each of us the words of the parable with which the Master concluded the Sermon on the Mount:

"Every one therefore that heareth these words of mine, and doeth them, shall be likened unto a wise man who built his house upon the rock; and the rains descended, and the floods came, and the winds blew and beat upon the house; and it fell not; for it was founded upon the rock."

Humanity desperately needs today a moral and spiritual rebirth, a revitalization of religion. There is no sure way to this supreme goal save through adherence to the teaching of the Bible.

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Get all you can without hurting your soul, your body, or your neighbor. Save all you can, cutting off every needless expense. Give all you can. Be glad to give, and ready to distribute; laying up in store for yourselves a good foundation against the time to come, that you may attain eternal life.—John Wesley.

MANPOWER PROBLEMS

(Stanley News and Press)

Men with less than six months' military training are being sent to the battle areas these days, and many of them may be in combat within a short time. For a nation which has been at war for three years and which began preparing for that war almost a year before it became involved, the sending of hastily-trained men to the front reveals that the manpower problems which always come with war have not been handled wisely.

Our armies are up against men who have been trained since youth in the art of war, and to put a man with 17 to 20 weeks of training up against experienced men will result in much higher ratio of casualties. Although we are fighting on many fronts, it does appear that perhaps we are not using the well trained me as we should. At the same time, our military leaders are faced with unexpected developments which call for heroic measures, and those measures sometimes call for men who are not fully trained. But it all goes back to our initial statement that the manpower problems have not been handled as wisely as they should have been.

Announcement was made last week that young men who had been classified as 4-F would be used in war plants, and there was a rush to the plants by those who, having been rejected for military service, had the feeling that they were at liberty to work were they pleased. Incidentally, it is generally conceded that all too many 4-F's should have been in class 1-A.

Then deferments on all farm workers between the ages of 18 and 26 were cancelled last week, which means that the farms of the nation may be further stripped of its manpower. Food is a weapon of war, and here again it is possible to make a great mistake.

News stories from various textile towns in recent days reveal that the army is sending soldiers into cotton mills to assist in the work. These are skilled men who were drafted, and now mills, drained of their skilled men, are unable to meet production schedules. The only answer is to find the skilled men in the army, and send them back to the mills.

The American Legion has long advocated a national service act, which would have put the skills of all men and women at the disposal of the government when the nation became involved in the war. If such an act had been on the law books of the nation in December 1941, and its provisions put into effect immediately, we would doubtless have avoided many of the headaches and heartaches which we have had in the past, and which we are scheduled to have in the future.

President Roosevelt, in his message to Congress recommended a national service act, but it is difficult to know what the Congress will do about such a recommendation. Members of Congress, reflecting the sentiment of most of us on the home front, will want to put off the day of national conscription of all manpower as long as possible.

Once again we have come to know

in a very real way the tragedies of being unprepared for war, and while we, as a nation are, planning to do everything possible to establish permanent peace, we should also plan to give all young men military training for at least one year. It will require power to enforce the peace, and the stronger we are the more certain we can make the peace.

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CUT THIS OUT AND READ IT EVERY DAY

"In sending you this clipping," says a reader, "I feel that it cannot be reprinted too often. To me it seems to be a complete catalog of human nature, and as I read down the list I cannot help but apply the specifications to various persons I have met in my rounds."

The greatest sin—Fear.

The best day—Today.

The biggest fool—The boy who will not go to school.

The best town—Where you succeed.

The most agreeable companion—One who would not have you any different from what you are.

The great bore—One who will not come to the point.

A still greater bore—One who keeps on talking after he has made his point.

The greatest deceiver—One who deceives himself.

The greatest invention of the devel—War.

The greatest secret of production—Saving Waste.

The best work—What you like.

The best play—Work.

The greatest mistake—Giving up.

The worst bankrupt—The soul that has lost its enthusiasm.

The cleverest man—One who always does what he thinks is right.

The most dangerous person—The liar.

The most disagreeable person—The complainer.

The best teacher—One who makes you want to learn.

The meanest feeling of which any human is capable—Feeling bad at another's sucess.

The greatest need—Common sense.

The greatest puzzle—Life.

The greatest mystery—Death.

The greatest thought—God.

The greatest thing, bar none, in all the world—**Love.**

KEEP DAIRY COWS IN GOOD QUARTERS

(Mooresville Enterprise)

Dairy cattle should be protected from sudden changes of temperture during the winter and given quarters in which they can keep themselves clean, says A. C. Kimrey, extension dairyman for the State College Extension Service.

He suggests that the cows be housed in a wide shed, open to the south, and supplied with plenty of hay racks. A good supply of such bedding as grain straw or shredded corn stover should be used at all times to keep the floor dry.

Many good dairymen believe that cows produce better when fastened separately in a lounging barn or shed, especially where they are not dehorned. Kimrey suggests that if cows are fastened, that they be allowed plenty of room for comfort. "Deap,dry bedding is essential for comfort," he says, "and it is also a distinct aid in preventing udder troubles."

Calves should have a barn to themselves. It should be so constructed that each baby calf will have a separate stall. When the calves grow older, they may be placed together and thus save space in the barn. "This kind of calf-barn arrangement, enables the calves to grow out much better and develop into better producers when they come into milk," Kimrey says.

As to general arrangements, he suggests that all dairy barns be planned and constructed so as to provide a maximum of cleanliness, comfort and quietness for the cows. "These things will pay good dividends in the milk pail, all other things being equal." Kimrey explains.

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The most valuable item on the balance sheet of America has been, and if nurtured will continue to be indefinitely, I predict, the things we do not know. Any paralysis of that God-given trait of inquisitiveness, that heretofore irrepressible urge to explore, whether it be the land or the sea, the atoms or the stars will, to my mind, sound the death knell of human advance, not only materially, but intellectually, too.—Owen D. Young.

COURAGE THROUGH FELLOWSHIP

(The Alabama Baptist)

Courage becomes dim and flabby where there in no fellowship. Dangers and difficulties become lighter when we face them together. The long miles become shorter when we walk in company. God becomes more vivid and real when we find that others share our experience. The lamp of faith is a common possession. It burns for all by the oil of devotion and love which each one brings to it. The lamp of faith burns dim in the hearts of those who live lonely lives.

There never was a time when fellowship was more difficult. The war has scattered many people from home and church. But there never was a time when the need of fellowship was more vital. It is worth any effort to maintain it, lest the blackout of our cities should bring a blackout of our faith.

For the real root of courage is in our faith. When we lose faith in God's purpose, the meaning goes out of life and the heart goes out of those who live it. Nothing appears to be worth while. The most precious things lose their value, which is the sense of everlastingness. The most heroic efforts lose their satisfaction if one feels they are in vain. It is hard to find any meaning or joy in a world in which God is dead—to us.

This comes home to men when they can see signs of His purpose glimmering through. Cannot one see this in the gathering of all the free nations? For some years, the sense of God's purpose in the life of the nations has been broken down. Many had begun to lose faith in any form of international co-operation. Now they know, by the bitter need that has forced them to find a way of common life, that God's purpose can neither be defeated nor evaded. Through fellowship on a hard road, their faith is rekindled and their courage to go on is restored.

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Personal liberty will prove a poor and shrunken thing, incapable of satisfying our aspirations, if it does not exact as its minimum requirement that there shall be the preservation of opportunity for the growth of personality.—Selected.

WHEN MOTHER SANG "HAPPY DAY"

(N. C. Christian Advocate)

Mr. E. W. Curtis of Des Moines, Iowa, tells a story of his mother and of some incidents in her life that cannot fail to touch all the fine and tender sentiments of the human heart, especially of those who have known a Christian mother and the daily life of an old fashioned home. Curtis says:

"Mother was a Christian. She was converted at the age of thirteen. That was her testimony. We all believed she was a Christian. When she died and we returned home from the funeral, we all knelt around the old family altar and thanked God that mother had been a Christian. But the picture I have in mind is mother running the spinning wheel and singing "Happy Day." I can see her now. How beautiful she was! She sang with a good soul in it, and was happy. When she sang "He taught me how to watch and pray, and live rejoicing every day," we knew she sang her own experience.

"At her funeral her friends sang her favorite hymn, "O Happy Day That Fixed My Choice." I would like to go back to the old home and sit down on the little box among the balls of yarn, and mother's bright face, and hear her sweet voice as the spinning wheel hummed. It would be heaven. The thought makes me happy. If I could get their ear at Congress on radio legislation, I would say: "Concentrate not on London, nor on Mars, but on Paradise. Open an upper air line of the divine kingdom." Jesus is the way. By faith and hope we can almost catch the notes, "He taught me how to watch and pray, and live rejoicing every day."

To most folks the song of the reapers signifies the joy that comes with the gathered harvest, but would it not be better for us to magnify the idea of the song of the toilers? To be engaged in the task means more in life's struggle than to fix the eye on results. These last few years we have found peculiar joy in having a job and in being able to go about the day's work.

Jesus found joy in the finished task, but this did in no way obscure the high estimate he put upon doing the job. "My Father worketh hitherto and I work." More than the penny paid for a day or for an hour is the willingness to become a laborer in the vineyard. Fortunate is the man who can sing at his task rather than moan in the midst of the grind.

We demand this spirit of others even though we are most lenient with ourselves. A doctor who thinks more of his pay than of his patient; a lawyer more concerned about his fee than his client; a preacher who goes to the prophet's office for a piece of bread; these have their reward. They know not in its be sense "the song of the reapers."—N. C. Christian Advocate.

INSTITUTION NOTES

In contrast to several previous visiting days, we noticed that very few visitors were present last Wednesday, not more than a dozen people taking advantage of the opportunity to visit their boys.

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"Crash Dive," featuring Tyrone Power, was the chief attraction at the regular weekly motion picture show at the School last Thursday night. A comedy, "Mopping Up," was shown at the same time. Both are Twentieth Century-Fox productions.

—:—

There was considerable activity down near the dairy barn last Wednesnad, as several officers and a group of boys were busily engaged killing hogs. Several fine 'lporkers" were butchered, thus assuring the entire School personnel of a good supply of sausage, spare-ribs, etc., for some time.

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New Sunday school quarterlies have been issued to the boys and their teachers, and at the regular session last Sunday dorning, the classes were re-arranged. This is a very important part of the boys' training here at the School, and Superintendent Hawfield urged that each boy and teacher lend every effort toward making the new year's work in this department more effective than ever. The boys are placed in Sunday school classes according to their grade-level in the regular school system, and all are encouraged to take an active part in the regular study of the Bible.

—:—

We learned recently from Mr. Earl Smith, probation officer, Raleigh, that Jack Hamilton, a former student at the School, has been in the United States Navy for quite some time. His brother, Leo, also a former Training School boy, has been in the Navy for more than a year, and his name has been carried on the list of former boys in service, which is carried in The Uplift the first issue of each month. We are glad to add Jack's name to this list, which now numbers 528 old boys in the armed forces.

Jack and Leo Hamilton made very good records during their stay with us. They have been away from the School since 1942. Both lads continued their good records after leaving the institution.

—:—

Mr. Barber, our budget officer, recently informed us that he had learned through Miss Virginia Smoot, of High Point, secretary to our superintendent a few years ago, that Thomas McCarter, a former student, had served some time in the United States Navy. According to Miss Smoot, Tommie has been discharged from further service in the Navy, and is married and lives in High Point. He is working regularly and is getting along fine.

Tom entered the Training School, August 15, 1933 and was released,

May 1, 1937. While here he was a member of the Cottage No. 9 group, and was in the seventh school grade at the time of leaving. During part of his stay with us he worked as house boy at his cottage. At other times he was employed on the outdoor work lines and worked in the laundry for several months. His record at the School was very good, and Miss Smoot says he has been doing nicely since returning to High Point.

—:—

Recently a letter came through the local mail from Daniel E. McPhail, PhM 1-c,, United States Navy, Station L, Washington, D. C. This was the first we knew about this former student being in the service of Uncle Sam.

Dan entered the School, November 16, 1939 and remained here until May 16, 1942, when he was conditionally released to the Welfare Department of Harnett County, for placement as approved by the officials of that organization.

During his stay at the institution, Dan was in three different cottage homes. Upon admission, he was placed in Cottage No. 8, then was transferred to Cottage No. 12, and finally wound up in Cottage No. 4. That occurred when the boys were being changed around considerably on account of some of the cottages being closed temporarily.

At the time of being released, Dan was in the third school grade. He worked on the barn force one year; was employed in the textile department for three months; and worked on the farm during the remainder of the time spent here. His record at the School was very good. Since no progress reports were received after the lad left us, we know nothing of his activities after returning to his home county. He was nineteen years old on July 2, 1944.

—:—

We recently received another letter from Sergeant Frad R. Seibert, a former member of our printing class, who is now with the United States Army in France, not far from the German border. His letter, dated November 29th, reads in part, as follows:

"Hi! Pop!—Do you remember how I used to call you that? I received the grand letter you sent and sure was glad to get it. From now on, I promise to write more often. The lamp I'm using keeps swaying all of the time. Just about the time it stops, the concussion from a big 8-inch gun starts it up again.

"When I wrote you last we were in Luxemburg, resting up. Now we're on the line again, and are making history. So far as I'm concerned, we'll swim that Rhine River when we get to it. This is the last quarter and we have the ball on the Heinies' own 25-yard line—so some one please call the signals and let's make it fast and go home. I'll admit it's no picnic over here in Germany. The mud is knee-deep, so if an 88 hits close by, you don't need a slip-trench. All one has to do is simply to dive under. It has been a long way for us, and a hard pull, but the good old Eighth Division has been sticking it out since we first invaded Normandy. We will stick as long as the next outfit, and have already 'outstuck' a few of them.

"Do you remember Arnold Almond, from Kings Mountain? He was at the

School before me, but through conversation with him I learned that he was in Cottage No. 1. Now he is in Yuma Ani. I have met some other old J. T. S. boys, but right now I can't think of any you do not have on your list.

"Since I have some picture folders of some of the places I've visited, I'm sending them along with this note. Thought you might like them for your scrap book. I get quite a few of such things, but having no place to keep them, I send them home just about as fast as I pick them up. Sorry some of them are soiled a little. From now on I'll be sending you some souvenirs every once in a while.

"Many thanks for the picture. You have changed a little in the five years that have passed since I was with you. When I'm able to have one of mine made, I'll send it to you. Again let me say yours was a fine letter, and I hope there'll be some more just like it coming my way soon.

"Please remember me to Mr. Fisher and to all the other old friends at the School, and don't forget to say 'hello' to the lady in Concord who used to bring me books and magazines. So long, now, and let's hear from you real soon. Sincerely, Fred R. Seibert."

Accompanying Freddie's nice letter were the following souvenirs: A badge taken from a Nazi storm-trooper's uniform; an arm-band upon which is the Luxembourg coat-of-arms; two folders, taken when the American troops reached Luxembourg; German paper money (a 1-mark note and a 50-mark note); a 5-franc Belgium note, and a 10-franc Luxembourg note.

—:—

Harry Connell, a former student at the School, called at The Uplift office a few days ago. This young man, now twenty-four years old, has been in the United States Army for about three and one-half years. He has been back in this country several months, after having served twenty months in the Aleutian Islands, as a member of a field artillery unit.

This lad entered the School, May 2, 1934 and was conditionally released, January 9, 1939, at which time he returned to his home in Concord. Soon thereafter, he became an enrollee in a CCC camp, where he made a good record. Returning to Concord, he secured employment with Bob's Laundry Company, where he remainedd until enlisting in the Army, July 23, 1941.

Since becoming a member of our country's fighting forces, this young fellow has been around some. After receiving his basic training at Fort Bragg, he has served in the following places: Camp Claibourne, Louisiana; Seattle, Washington; Dutch Harbor and Attu, Aleutian Islands; back to Seattle; Camp Gruber, Oklahoma; Camp Wolters, Texas; then back to Fort Bragg.

Harry stated that while stationed in the Aleutians he took part in one major engagement when the Japs were driven from that territory.

During the time spent at the Training School, Harry was in Cottage No. 14. Upon being admitted, he was placed in the second school grade, and had been in the sixth grade about three months when he left us. He was employed on the outdoor forces for eighteen months, and worked in the laundry three years.

Harry will be remembered by most of the workers here as a very active little fellow, and as full of mischief as

any youngster could be. He believed in having a lot of fun and spent much of his time looking for it. However, we would have to say that his record at the School was very good.

It was quite interesting to note the change in this young man, especially as to his growth and development in just a few years, and we must say that he certainly made a fine appearance in a military uniform. We also noticed his pleasing personality and nice manner as he went about greeting old friends among the School's staff of workers.

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Rev. James W. Fowler, pastor of Kerr Street Methodist Church, Concord, conducted the service at the School last Sunday afternoon. For the Scripture Lesson he read St. John 21:15-19.

In commenting on the verses just read, the speaker told the boys that Jesus was talking to his disciples, and asked Simon Peter the question, "Lovest thou me?" This question was repeated three times, and when Peter answered each time that he did love the Master, Jesus said "Feed my sheep."

Rev. Mr. Fowler, as he spoke of the Master's reply, pointed out that caring for sheep was no little job or one that was easily accomplished. A sheep knows its shepherd and the shepherd, in turn, knows his sheep. He learns to love them and to care for them. What Jesus meant by this statement was that he wanted Peter to care for his people after he should be taken from the earth.

The last thing Jesus told Peter, continued the speaker, was "Follow me." By this he meant that he wanted Peter to keep him as an example as he preached to the people. So it is with us today. We should let the teachings of Jesus govern our lives, and, by example, lead others to the right kind of life.

We hear much about the Cross of Christ, said the speaker. Great sermons have been preached about it, and its message has been brought to people all over the world in many beautiful songs. This cross symbolizes the great price Jesus paid to help all mankind.

To illustrate how the cross guides men today, Rev. Mr. Fowler told the boys this story: A group of men started on a trip to foreign lands. They embarked on a great ocean liner, and as they left their home port they were impressed by the scene as they looked at the calm ocean, and a gorgeous sunset, with the beautiful colors playing upon a lighthouse nearby. In the night the scene changed. A terrible tropical storm occurred. They were thrown from their bunks, and the only way they could manage to stand up was by holding fast to some stationary object. After hours of holding on they were exhausted. They went up to the bridge. Since they were sailing on a Dutch liner, whose crew was made up of men of that nationality, and they being natives of another land, there was no understanding each other's language. As the frightened passengers tried to ask the captain something about how dangerous their situation might be, how long the storm would last, etc., his only reply was a broad smile. Finally, he pointed, and following his direction, the men saw that a faint bit of light was showing through the clouds, and that a very bright star was shining. Finally more stars

appeared. Again the captain pointed, and after taking a look, one of the men took out pencil and paper and drew three stars in a triangular position. Again the captain smiled and shook his head negatively, and pointed once more. This time the men noticed four of the brightest stars they had ever seen. On was up high, with two others below it, and still another quite some distance below all three. Taking pencil and paper again, one of the men drew the stars as he saw them, making a diagram in the shape of a huge cross. The Dutch officer then nodded and smiled. What they saw was the Southern Cross. Even though they could not talk to each other, the cross was the sign by which they understood that, trusting in Christ and his cross, all would be will.

Rev. M. Fowler then told the boys to keep the Sign of the Cross ever before their eyes as they went through life, and never to forget Jesus Christ and what he had done for all men.

In conclusion, the speaker urged his youthful listeners that as they were at the beginning of a new year, to think about Jesus constantly and try to follow his example. He reminded them that instead of being a dead figure of the past ages, Christ was living today at the great throne of God, ready to help all who put their trust in him.

HEROES ALL

To all men death must come eventially. To all men, no matter what their rank and station in life, death is certain.

But not to all men is given the privilege of dying a hero's death as has come to so many men who have so bravely given their lives for their country.

This Draft Board area, it seems to us, has been unusually hard hit by the fortunes of war. So many young men, who only yesterday, it seems, were familiar figures in the life of our community, will never return. So many homes have been saddened; so many hearts made heavy.

Yet in the manner of their going, every bereaved family, even from the depths of their grief should have a fierce pride that their son or brother, died that other men might be free. Died that their loved ones and all the generations to come, might live in a world free from tyranny and oppression.

In the words of Abraham Lincoln, it is for us, the living to honor these dead, and to make sure their lives have not been given in vain. And it is for us, too, to forever hallow their memories, for regardless of rank, they died heroes all.

—The Mecklenburg Times.

COTTAGE HONOR ROLL

Week Ending January 7, 1945

RECEIVING COTTAGE

Phil Batson
Thomas Brantley
Charles Brown
Coy Crabtree
Ralph Cranford
William Hammond
Harry Mathews
William Rogers
Robert Roberts
James Perkins
Leslie Winner
Charles Young

COTTAGE No. 1

(Cottage Closed)

COTTAGE No. 2

John Allen
Eugene Bowers
Robert Buchanan
Charles Byrd
Walter Byrd
Ralph Gibson
Gerald Johnson
Chester Lee
Howard Manus
John McLean
Carlton Pate
William Phillips
Hayes Powell
Marshall Prestwood
Melvin Radford
Jack Ray
James Sneed
Harlan Warren
Roy Womack
Clyde Wright

COTTAGE No. 3

Craven Callahan
Robert Helms
James Hensley
Jack Hensley
Thomas Hyder
Cecil Kinion
Robert Lee
Jack Oliver
Paul Wolfe

COTTAGE No. 4

Robert Blackwelder
Leonard Bradley
Charles Carter
John Fine
Eugene Hudgins
William Hawks
William Lewis
Roy Miller
Leroy Pate
Paul Stone
John R. Smith
Edward VanHoy
Robert Walters

COTTAGE No. 5

Samuel Price
Raymond Pruitt
Robert Wilkins

COTTAGE No. 6

Thomas Childress
Richard Davis
Vernon Foster
Keith Futch
Stanfor McLean
Nolan Morrison
Clay Shew
Charles Sellers
Rufus Driggers
Leroy Wilkins

COTTAGE No. 7

Robert Bradbury
David Brooks
Horace Collins
William Daye
Carlos Faircloth
James Knight
Ned Metcalf
Joseph Mitchell

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Raymond Bullman
Leonard Church
Ray Covington
Conrad Cox
Edward Guffey
John Linville
Barney Mills
Charles McClenney

Floyd Puckett
J. B. Wilson

COTTAGE No. 10

William Butler
Forrest Cowan
Robert Holbert
Thomas Ware
Jack Williams

COTTAGE No. 11

George Cox
Jack Gentry
William Guffey
Edward Hambrick
Elmer Heath
Alvin Hilton
Raymond Hunsucker
Arlon McLean
Alvin Porter
James Ray
Marshall Sessoms
J. W. Smith

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

William Black
Raymond Brittain
David Eaton
Robert Hinson

COTTAGE No. 14

Charles Blakemore
Everett Bowden
Hugh Cornwell
Lawrence Littlejohn
William Lerschell
Troy Morris
Bruce Sawyer
Eugene Simmons
James Spence
Howard Hall
Milton Talley
Lester Williams

COTTAGE No. 15

Frank Bass
Jack Benfield
Harold Coffey
Robert Flinchum
R. V. Hutchinson
William Holder
Kenneth Hankins
James Knight
Robert Myers
William Myers
Clyde Shook

INDIAN COTTAGE

Jack Bailey
Peter Chavis
James Chavis
Harold Duckworth
R. C. Hoyle
Marshall Hunt

INFIRMARY

Lloyd Sain
Clifford Shull
Odell Cecil

———:———

My continual aim has been to show the eternal superiority of some men to others, sometimes even of one man to all others; and to show also the advisability of appointing such person or persons to guide, to lead, on an occasion even to compel and subdue, their inferiors, according to their own better knowledge and wiser will.—Ruskin.

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THE UPLIFT

VOL. XXXIII CONCORD, N. C., JANUARY 20, 1945 No. 3

(c) Dean R. B. House
University of North Carolina

ACHIEVEMENT

You can't fell trees without some chips,
You can't achieve without some slips;
Unless you try, you'll wonder why
Good fortune seems to pass you by.
Success is not for those who quail;
She gives her best to those who fail,
And then, with courage twice as great,
Takes issue once again with fate.
'Tis better far to risk a fall
Than not to make attempt at all.

—Selected.

Published By
THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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The Uplift

A WEEKLY JOURNAL

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

THE PATH WE CHOOSE

Some paths wander through shady woods,
Following winding creeks,
Seeking beauty of verdant plains
And wilds of mountain peaks.

While others creep through gloomy swamps,
Reeking with damp decay,
With never a gleam of sunshine
To light the dreary day.

And thus it is that each of us
Shall have a choice to make,
And we must plan most carefully
Which of the paths to take.

For as we travel life's long road,
Our dreams of great success
Will come to us if we but work
With faith and eagerness.

The way we play our part in life,
And why we win or lose,
Depends to quite a large extent
Upon the path we choose.

—The Monitor.

THE SCHOOL LAUNDRY

One of the major objectives at the School is to foster and promote cleanliness in every phase of our everyday living. It is commonly known that dirt and filth go hand in hand with low ideals, and there-

fore we try—day in and day out—to encourage all of our boys to wear clean clothes, to keep their bed linen clean, and to maintain clean wholesome bodies. Experience has taught us that the first step in the building of character is to help a wayward boy regain his own self pride, to realize anew that he can respect himself for what he is. It has rightly been said that "Cleanliness is next to Godliness."

Hence, the laundry department ranks high in its services to the School. It is another one of our departments that operates continuously, through rain or sunshine, six days in the week. It serves all of the 375 boys and the staff members, but its greatest function is to maintain cleanliness for the boys. In many different ways it touches the lives of everyone connected with the School.

The laundry is under the efficient supervision of Mr. J. W. Russell, who has been an employee of the School for a period of 25½ years. He operates the department efficiently, and keeps the work moving on a regular schedule. The work is done quietly and without display, and there is seldom any request for outside assistance. The boys are well trained for their respective chores.

The major items of equipment for the department are as follows: 3 washers, 4 dryers, 1 extractor, 1 mangle, 2 pressers, 8 electric irons, 20 clothes hampers (one for each cottage), 4 trucks for transporting clothes in the laundry, 1 marking machine, 1 hanger frame for sheets, 9 work tables, a 20 horse power boiler, a 500 gallon hot water tank. The mangle, in particular, is well equipped with safety devices.

Naturally many different articles are sent in to be laundered. The following is a partial list: overalls, shirts, underwear, pajamas, bath towels and hand towels, handkerchiefs, bed spreads, sheets, pillow cases, blankets, table cloths and napkins, curtains, rugs, uniforms, pants, dresses and aprons.

In general the following schedule is followed:

Monday—Boys' clothing (overalls and shirts)
Tuesday—Bed linen for boys and officers
Wednesday—Bed linen for boys and officers
Thursday—Boys' clothing again
Friday—Boys' pajamas and Administration Building laundry
Saturday—Boys' pajamas and bed spreads

When the laundry is put into the washers, it goes through the following process: 2 cold rinses, 2 hot washings, 3 hot rinses, 3 or 4 cold rinses (depending on the quantity of laundry).

It requires approximately 40 gallons of water for each process. A 92 per cent powdered soap is used, and also a bleaching solution for linens and white articles.

Most of the boys in the department are small. There are 17 in the morning group and the same number in the afternoon group. They have learned to operate all of the equipment, including the electric irons, pressers, mangle and dryers. A certain boy learns how much soap to use, how many rinses and washings are necessary, and when the soap is all taken out. Another boy is able to determine when the extractor has done its work, and when the laundry is ready for the dryers. It requires from 30 to 40 minutes for the drying.

The laundry handles from 60 to 64 sheets from each cottage each week. It handles about 50 dairy towels each day. More laundering is required in proportion for the boys who work at the dairy and those who work on the barn force.

* * * * * * * *

ROBERT E. LEE—A PEERLESS LEADER

This week we celebrate the 138th anniversary of the birth of the immortal Robert E. Lee. He was born in Westmoreland County, Virginia, January 19, 1807. In his family background he was blessed with a rich heritage of culture, honor, and fame. His family, in England and later in the colony of Virginia, was illustrious in peace and in war. He was born with the military passion of many generations beating in his blood, and the heroic traditions of military ancestors, on horseback and on foot, blowing their bugles in his soul.

Through boyhood he grew up with a passionate devotion to his native state, and because of his loyalty to Virginia he refused the command of the United States Army when it was offered to him in April, 1861. He opposed the breaking up of the Union. Along with this he expressed the feeling that slavery was a greater evil to the white man than to the colored race. He went so far as to set free the few negroes which he had inherited.

Of Lee it has been said: "He is the pride of Westmoreland, the

idol of Virginia, the peerless hero of the South, the growing ideal of America, the flower of the Anglo-Saxon race, and the glory of the whole world."

Lee was educated at West Point, where he graduated second in his class, and without a single demerit against him. He lived and died without a blur on his name or a stain on his shield.

Here is an eloquent tribute paid General Lee by Senator Ben H. Hill of Georgia: "When the future historian comes to survey the character of Lee, he will find it rising like a huge mountain above the undulating plain of humanity, and he will have to lift his eyes toward heaven to catch its summit. He possessed every virtue of the great commanders without their vices. He was a foe without hate; a friend without treachery; a private citizen without wrong; a neighbor without reproach; a Christian without hypocrisy, and a man without guile. He was a Caesar without his ambition; a Frederick without his tyranny; a Napoleon without his selfishness; and a Washington without his reward. He was as obedient to authority as a true king; he was gentle as a woman in life; modest as a virgin in thought; watchful as a Roman vestal in duty; submissive to law as Socrates; and grand in battle as Achilles."

He died on October 12, 1870, after a short illness, his mind dwelling at last on his military experiences; for he exclaimed, shortly before the end, "Strike the tent," and then, "Tell Hill he must come up." His body was laid in the College Chapel at Lexington, and a Virginia sculptor, Valentine, carved the reclining statue which marks the spot. Not only in the South, but throughout the country, his death was felt as a personal loss. In the words of the distinguished English soldier, Lord Wolseley, there is perhaps as true a picture of him as may be found:

> "I have met many of the great men of my time, but Lee alone impressed me with the feeling that I was in the presence of a man who was cast in a grander mould and made of different and finer metal than all other men. He is stamped upon my memory as a being apart and superior to all others in every way—a man with whom none I ever knew, and very few of whom I have read, were worthy to be classed."

A TRIBUTE TO JACKSON

Thomas J. Jackson was born on January 21, 1824, at Clarksburg, Virginia, now West Virginia. He was left an orphan at an early age. He received only meager country schooling until he was eighteen, when he gained admittance to West Point. He was graduated with honors in 1846.

Jackson gave himself with the fullest measure of devotion to the cause of the Confederacy. Yet he lamented that the Union was on the verge of being destroyed. Throughout the Civil War he displayed superb military genius, which has been the guide for other military leaders throughout the world. He not only won many important victories but he completely baffled the Federal commanders who tried in vain to trap him.

Of Jackson one of the historians has written as follows: "'The deep earnestness and unflinching steadiness which marked both his military and his personal character are reflected in the name by which he is universally and affecttionately known, Stonewall Jackson. When, during the First Battle of Bull Run, Jackson's Virginia Brigade was seen fighting valiantly against what seemed to be overwhelming odds, General Bee called out: "There stands Jackson like a stone wall." From that time on Jackson was known as Stonewall, and his troops as the Stonewall Brigade.

In May 1863, while reconnoitering after dark, on the evening following the first day of the Battle of Chancellorsville, he was accidently shot by one of his own Confederates outposts, and died within a few days. To General Lee and the entire Confederacy this was a bitter tragedy, and irreparable loss.

Jackson combined a devout religious spirit with the strict discipline of a true soldier. He prayed before every battle and returned thanks to God after every victory. When the death angel hovered over his bed, his last words were: "Let us pass over the river and rest under the shade of the trees."

Stonewall Jackson's Military Maxims

1. "Always mystify, mislead, and surprise the enemy, if possible; and when you strike and overcome him, never give up the pursuit as long as your men have strength to follow; for an army routed, if hotly pursued, becomes panic stricken, and can then be destroyed by half their number.

2. "Never fight against heavy odds, if by any possible maneuvering you can hurl your force on only a part, and that the weakest part, of your enemy and crush it. Such tactics will win every time, and a small army may thus destroy a large one in detail, and repeated victory will make it invincible."

3. "To move swiftly, strike vigorously, and secure all the fruits of victory, is the secret of successful war."

4. "Make up in activity for lack of strength."

5. "I had rather lose one man in marching than five in fighting."

6. "Never take counsel of your fears."

These rules Jackson had learned from the great military leaders of former days. From Napoleon he learned especially the value of securing maps, and of acquiring topographical information. As a rule he did not refer to maps in the field, but made his study of them in advance so he undoubtedly had the power of retaining the topography of the country in his imagination. The measures by which the enemy was to be deceived were as carefully thought out as the maps had been closely studied. No precaution that might prevent information reaching the enemy was considered too trivial. Jackson sought to conceal, even from his trusted officers, his intentions. He seemed to agree with Napoleon that "there are no such things as trifles in war."

Jackson's most brilliant tactics for keeping his enemy in the dark was the use he made of his cavalry. His patrols were kept out two or three marches to front and flank and were never permitted to lose touch of the enemy. No movement could take place without their knowledge.

Jackson had decided ideas for marching. He never broke down his men by long-continued movement. He rested the whole column very often, but only for a few minutes at a time. He liked to see the men lie flat on the ground to rest, and would say, "A man rests all over when he lies down."

LOCAL HAPPENINGS

Reported By Boys of the School Department

Friday Morning and Afternoon Chapel Programs

By William Poteat, 8th Grade

The program last week was directed by Mr. Hines. The devotional consisted of a reading by Ray Edwards, and Charles Allen led in prayer. A group of boys behind the curtain then sang "Love is the Key" and "When We Kneel with Our Saviour in Prayer." This was in the form of a radio program.

After the devotional, Jack Gentry gave a few selections on the harmonica.

A "Midget Show" was then given by seven boys from Cottages Nos. 2. and 3. The opening number was entitled "We've Just Arrived From Bashful-Town." The the next was another song entitled "All in Favor Say I."

The next two songs were "My Chicken' Tis of Thee" and I've Got a Ford and It's a Wonder." Next, Robert Helms gave a recitation, after which Billy Brooks gave one entitled "Noey Pete."

The next song was entitled "Possum up a Paw-Paw Tree," followed by another entitled "I Went to Concord."

"Mr. Frog Went A-Courtin' " was the next number.

A midget dance was next. The little midgets danced while Jack Gentry played "Comin' Around the Mountain" and "The Bear Walked Over the Mountain."

Next, a recitation was given by William Poteat. It was entitled "Johnny's History Lesson." "When Time are Bad" was given by Donald Redwine, and Gerald Johnson gave one entitled "Entertaining Sister's Beau."

"Dinah May or Dynamite" was given by Earl Green, who was dressed to represent a little "nigger" girl.

The last two numbers were "I Bought a Rooster for Fifteen Cents" and "Jacky Frost."

After the midget show, "The Human Organ" was featured by a group of boys. They sang "Old Black Joe" and when they came to the part about "I'm coming, I'm coming" "Old Black Joe" (John Linville) jumped from behind the organ shouting, "Oh, yes, I'm coming," and after telling a few jokes he announced that it was the end of the program, in a very loud manner.

All of the boys enjoyed the program very much, and are looking forward to next week when Mr. Hines and the eighth grade boys present "An Old-Fashioned Spelling Skewl."

A Special Study

By John Allen, 8th Grade

In the eighth grade history lesson, recently, while studying a chapter entitled "How the People of Early North Carolina Lived," we found that they were very much dependent upon the products of the soil and the things that they could make by hand with crude tools.

Because of the lack of good harbors on the coast of North Carolina, they could not import manufactured goods from England and other important manufacturing countries of the world.

In our discussion we found that the settlers were dependent upon four

main crops. These crops were cotton, tobacco, rice and indigo. We found that they were dependent upon the soil for a large percentage of their clothing. From the cotton, much of the cloth was made. From flax, linen was made.

In our rather lengthy discussion the subject was brought up about what products we here at the Training School make or produce. Some of these are:

1. Dry goods — shirts, pajamas, aprons, pillow cases, towels and sheets. In the cotton mill the cotton is woven into cloth. This cloth is then sent to the sewing room and made into these articles.

2. Dairy products—Ice cream, milk and butter. These articles come from the raw milk obtained from our excellent herd of cattle.

3. Bakery products—Pies, cake, cookies, corn bread, loaf bread and rolls. Most of the products needed to make these things are grown on our farm in the form of wheat, corn and other grains. They are sent to the mill to be ground and brought to the bakery to be used for this purpose.

4. Poultry products—Chickens and eggs. On our chicken farm we have hundreds of chickens of various kinds and sizes. We get many eggs and chickens to eat.

5. Farm products—Fresh fruits and vegetables, dairy feed, pecans, peanuts, watermelons, cantaloupes and many other products of the soil.

On our farm we grow foods and products for feeding purposes. The boys plant, cultivate and harvest these products.

6. Carpentry—Benches, book-cases, tables and music stands. In the carpenter shop the boys make these articles for use in the cottages, school rooms, band room, etc.

7. Meats—Sausage, pork, beef, liver, chickens, etc. From our chickens, hogs and cattle we get various kinds of meat for the boys to eat. Sometimes we have too much meat for our own use and we sell it elsewhere.

8. Printing office—Here are printed "The Uplift," receipts, vouchers, booklets, etc. Many things are printed and distributed from this shop.

9. Miscellaneous—Ice is made in the ice plant and there is storage space here for many products that would spoil if not used right away. We also have a curing-house for sweet potatoes.

Intermediate B. T. U. Meeting

By William Poteat, 8th Grade

To open the program, a trio, consisting of Jack Willis, Jack Benfield and Robert Flinchum, sang "In the Garden." The entire group sang two numbers, "Praise Him" and "In My Heart There Rings a Melody."

A group of eighth grade boys sang "Love is the Key." Then came the program, consisting of parts previously assigned to the boys by Mr. Hines, as follows: (1) "God's Promise." by James Eller; (2) "No Casting Out," by Hugh Cornwell; (3) "No Remembering," by Ned Metcalf; (4) "Eternal Salvation," by Robert Buchanan. The fifth was omitted because of lack of time.

Gerald Johnson then sang a solo, entitled "When We Kneel With Our Saviour In Prayer." To conclude the program, the entire group sang "Have Thine Own Way."

Junior B. T. U. Meeting

By William Poteat, 8th Grade

The meeting opened with the group singing "Have Thine Own Way." After the song there was a discussion concerning the title, "Have Thine Own Way."

Mr. Isenhour, the group leader, then turned the program over to the boys. Theodore Young gave a selection entitled "A True Record." Carlton Pate's selection was "The Bible Tells of Jesus." The third part, given by Harry Thompson, was entitled "The Plan for God's Work in the World." The fourth part was "An Open Book," given by Robert Helms. The last section, "A Rule of Faith and Practice," was presented by J. C. Cayton and Earl Green.

Following the program, sentence prayers were made by a group of boys. The "Daily Bible Readings" were then discussed, and Mr. Isenhour asked questions on them. The assignments of parts for the coming week were given out by Hershell Duckworth, and the closing prayer was made by Earl Gilmore.

Interesting Notes

By William Poteat, 8th Grade

A New Officer

We have a new officer and matron at Cottage No. 2, and we wish to take this opportunity to welcome Mr. and Mrs. Tomkinson to the Training School.

A Surprise Visit

The boys of Cottage No. 15, the eighth grade boys, Mr. Hines, and many other people certainly were surprised and delighted to see James Cantrell the other day. James left the institution in September, to return to his home in Bessemer City. He reports that he is now in the eighth grade and doing fine, and, knowing him as we do, we are sure he will continue doing so.

Preview to Eighth Grade Play

The program this coming week will be under the direction of Mr. Hines and the eighth grade class. It is entitled "An Old - Fashioned Spelling Skewl" or "Friday Afternoon at Deestrick Four." The characters are as follows: **"Patsy Bolivar" Harlan Warren**; "Groany Muggins" Jack Willis; "Sleepy Jim," Charles Shearin; "Bub Jones," Stanford McLean; "Pinky Smith," Lawerance Allen; "Barney Dacey," George Hill; "Kittie Clover," Charles Shore; "Toots Smith," Raymond Cloninger; "Sallie Waters," Bruce Honeycutt; "Mary Maloney," Leonard Bradley; "Samantha Brown," Carlton Wilcox; "Leroy," Clyde Ward.

The play is a one-act comedy, and it surely is funny. In fact, it's so funny we are thinking of putting up a sign at the entrance to the auditorium that will read something like this "Notice —Not Responsible if Sides are Split by Laughter."

Basketball Games

By Charles Allen and Barney Mills, 8th Grade

On Saturday afternoon, January 13th, Cottage No. 2 challenged Cottage No. 9 to play a game of basketball in our gymnasium. The game was very exciting. At the beginning the score was in favor of the No. 9 boys, but when the game was over, the score was 22 to 7 in favor of Cottage No. 2.

The players from Cottage No. 9

were as follows: Windley Jones, Barney Mills, Floyd Puckett, Charles McClenney and Edward Renfro, with John Linville playing as substitute. Cottage No. 2 players were: James Stadler, Jack Ray, Harlan Warren, Carlton Pate and John McLean. Their substitutes were: Gerald Johnson and Kermit Wright. Mr. Hawfield acted as referee.

After this game, Cottage No. 2 played Cottage No. 11, the former winning by the score of 15 to 0. The Cottage No. 2 line-up was the same as played the first game. The boys playing for Cottage No. 11 were: William Lowery, Raymond Hunsucker, George Guyton, Fred Holland and Max Shelly. The referee was Gerald Johnson.

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THE BOY

A possible man of affairs,
A possible leader of men,
Back of the grin he wears
There may be the courage of ten;
Lawyer or merchant or priest,
Artist or singer of joy,
This, when his strength is increased,
Is what may become of a boy.

Heedless and mischievous now,
Spending his boyhood in play,
Yet the glory may rest on his brow
And fame may exalt him some day;
A skill that the world shall admire
Strength that the world shall employ
And faith that shall burn as a fire
Are what may be found in a boy.

He with his freckles of tan,
He with that fun-loving grin,
May rise to great heights as a man
And many a battle win;
Back of the slang of the streets
And back of the love of a toy,
It may be a great spirit beats
Lincoln once played as a boy.

—Anonymous.

LEE AT WASHINGTON COLLEGE

(Selected)

Douglas Southall Freeman in the last volume of his wonderful biography of Lee gives us an insight into the achievements of Lee as president of Washington College.

There were three types of students at Washington College when General Robert E. Lee took over the presidency of that college. There were a few who were reckless and violent, hardened by their experience in war and loose in their habits. Other ex-soldiers were serious-minded and worked with a zeal, and as they had obeyed General Lee's orders during the war they now submitted themselves cheerfully to his discipline. The third group consisted of boys who were just coming of the age to enter college and had not seen service in the army. They were sons of rich and poor.

General Lee felt a great obligation to this diversified student body. As much as he could, he helped the former soldiers and poorer students. He would not permit the veterans to mourn the years they had spent in the army. "However long you live and whatever you accomplish, you will find that the time you spent in the confederate army was the most profitably spent portion of your life." Lee was diligent in soliciting summer work for those who needed money.

He put all the past behind him and made it clear that he was no longer a soldier and that he was not disciplining cadets. He was not training men for the army but for civil life. He did, however, stress that "Obedience to lawful authority is the foundation of manly character."

The code of the college, though unprinted, was positive. The regulations though few, were always enforced. The only rule was that every student must be a gentleman.

The first application of this fundamental was to the students' habits of study. Lee would stand for no idleness. He knew that in those difficult times most of the families of the students were sacrificing for them to be there, and he was determined that the students should not waste their time.

Lee's second application of the code of a gentleman was to the general deportment of the students. With few preachments but earnestly Lee sought to elevate the boys moral. He had seen too much of the ill effects of alcohol in the army not to make him regard it as a dangerous eenemy. One boy was summoned to the president's office after the General had seen him a bit "uncertain on his legs in the street.

" "Mr. ——," Lee said, looking squarely at him, "did it ever occur to you that when you reach middle life, you may need a stimulant, and if you have accustomed yourself to taking stimulants in your early life it will require so much more to have the desired effect at a time when you may need it?" How much better it would be, the General concluded, if the young man would leave intoxicants alone in his student days. The boy did.

Good habits of worship Lee ranked along with those of study and of gen-

eral department. He abolished compulsory chapel attendence, but he sought various ways of assuring that the students should be present, and he was always at chapel himself. He did much to organize the college Y. M. C. A. He was careful to place in Christain homes the boys who boarded in town.

The last of the four simple requirements for obedience to the law of being a gentleman was that of keeping the peace. This meant something in those days, for agitators appeared frequently. The town had a Federal garrison part of the time, and was not always fortunate in the commander of the troops. Several times it seemed that issues were made by the military authorities simply to embarrass Lee. The students flashed with wrath when they thought this was happening, and Lee had constantly to keep the students in hand. Sometimes he made formal written appeals to the students and other times he communicated with their own representatives.

These, then were the things Lee required of "his boys"—that they be gentleman in all things, that they study faithfully, that they hold to high moral standards, that they "remember their Creator," and that they keep the peace.

THE BATTLE FOR HOME

Sound homes are the only sure foundation for a sound nation and a sound family of nations. . . . .

During these last five years, men and women have had something greater to fight than ever before. Can that fighting spirit, which has given inventive, direction, and purpose to so many people, be carried on after the cease fire is sounded?

Here is a woman who feels, and has proved, that it can. Leaving her war job, she decided to go back home, not, she said, "just for want of something better to do, but because I feel to build a sound home is my greatest personal contribution to building a new world."

"At first," she went on, "I found plenty of reasons why I did not want to stay at home. I felt housework was beneath me. I did not want to be alone all day with nobody to talk to but myself. I was afraid of the drudgery that they tell us housework is."

She stuck to her decision, however, and friends who visited were enlisted in a fight for a sound community. Soon representatives of various walks of life in the city began to meet in her home to plan for the best interests of the city.

"As I scrubbed and cooked," she said, "I was a part of the battle for a sound city. There is no room for loneliness and frustration as I work to make our home run the way we want the Government run."—Elkhorn (Manitoba) Mecury.

TIME TO LISTEN TO THE DEAD, NOT THE CRITICS

(Beasley's Farm and Home Weekly)

In his message Mr. Roosevelt summoned the people to their highest duty. The supreme duty is to give everything necessary to defeat Germany and Japan. We hear much about what is being fought for. And so many objects and purposes are named that the public is likely to lose sight of the one supreme object. We have to go on with our Allies till the military power of Germany and Japan is completely destroyed anything that detracts from this purpose is disloyalty to the men who are dying in the cause. We are not fighting for a boundary line in Europe or anywhere else. We are not fighting to rescue the submerged nations or to set them on their feet except as a consequence of the defeat of Germany and Japan. Japan and Germany have to be destroyed because their power if successful means that we cannot live in in the world with them.

Only the blind will deny that these powers deliberately brought on the first and second wars for the purpose of world conquest, a part of which was the destruction of the power of the United States. World conquest has been a purpose of Germany for half a century. A German Admiral told Admiral Dewey in Manilla in 1899 that Germany would start a war in about fifteen years, the purpose of which would destroy England and then lay tribute on the United States and take charge of South America after wiping out the Monroe Doctrine. Admiral Dewey wrote down the words of the German admiral and when the first world war broke out in 1914 saw that the prediction of the German had missed but one year in time of fulfillment.

Germany failed to accomplish its purpose by the First World War and immediately began preparation for the second try, and all the world was too blind to see it. The senate of the United States was so blind that it killed Woodrow Wilson. And the discouraging fact now is that we do not know that the United States senate will not be so blind that it will kill Franklin D. Roosevelt in his attempt to come out of the second war with the continuing freindship and alliance of the other nations so that more war may be impossible. Much of the talk, the bickerings and the traitorous sentiments filled the air, make it appear that we are conferring a great blessing upon our allies. We are conferring a blessing upon them, but first of all they conferred upon us the incalculable favor of holding the German hyena until we could prepare to do our part. And entering upon a world organization for peace we would be no more conferring a favor upon them that we would be favoring ourselves, and they would be favoring us. As President Roosevelt said, we need our freinds as much as they need us. The constant bickerings about Russia and England are leading many Americans to lose faith in our friends and allies and this is paving the way for the United States senators who are still mouthing the isolation doctrine and still fighting the

last political campaign. If the United States senate is allowed to kill the peace treaty in order to kill Roosevelt as they killed the League of Nations in order to kill Wilson, the people of this country will be responsible, responsible because they will not keep their eyes and their very souls on the one main thing, destruction of German and Japanese power first, and world peace afterwards. Ten thousand people and agencies, some of them honest but foolish, and some of them rascals and traitors, are dragging red herring across the main trail and too many people are sniffing and following them.

Mr. Roosevelt asks congress for a universal draft law. Apologists of congress are always blaming the executive for alleged delinquencies but never congress. Will congress back up the main object of this war by forcing every one as near as possible to do his duty? After the last war we heard a great deal about drafting dollars next time. It is said that if the government had the right to draft men it had the right the right to draft dollars. People then thought that the rich could pay for a war. But the rich can't pay for this war and the dollars, are being drafted. Now, if the government can draft a soldier to fight why can't it draft a nurse to bind up his wounds? If the government can draft a soldier to fight why can't it draft a civilian to make the materials with which the soldier must fight?

SEVEN RULES OF LIFE

Strive to live each day in every human relation so that all who know you will necessarily believe in the purity of your motives and the goodness of your purposes. Let this be the chief defense of your reputation.

Do not do anything anywhere that for moral considerations you would not do everywhere.

Do not say anything to anyone that for moral considerations you would not say to everyone.

Strive to avoid antagonism save at the expenses of right principles, and always hold due respect for the viewpoint and feelings of others.

No matter what occurs strive to treat everybody everywhere as though nothing unpleasant had ever taken place.

Be very slow to demand explanations or apologies when wronged, and very swift to offer them when wrong.

When there is uncertainty as to the right or wrong of any proposed act, always give right benefit of the doubt.

Never purposely offend another and strive never to take offense.—Frank W. Luce, D. D.

INDUSTRIAL PSYCHIATRIST EXPLAINS TASK

(Selected)

When a man is more concerned with trying ti "be" something than with any effort to "do" anything on his job, even though he may not himself be aware of this, it may be because it is impossible for him to meet the demands of his job, Dr. Bruno Solby, of the U. S. Public Health Service, told the meeting of the National Committee for Mental Hygiene.

In the course of growing up, Dr. Solby said, every individual goes through a period in childhood when personal affection and admiration are all-important. A little boy or girl wants to please, and mother's or father's approval is all-important.

In the next state, when the individual gets out of the home and begins to join gangs, fraternities, sorrorities and other social circles, the "role" becomes of top importance. Then it is important to "belong." In school and college, students pick out what to "be" when they graduate.

But, once out of school and in a job, the measure of a man's mental health is in terms of what he can do rather than who he is or whether he is the favorite of the boss.

The unhappy employe, Dr. Solby said nearly always blames the trouble in not being able to get along with some individual on the job. He complains that "the boss doesn't like me," or that the other employes "are prejudiced against me."

This is a reaction pattern which point back to the days when it was necessary to be mother's pet or take an apple to the teacher. But although personal friction is most often blamed, this complaint can't be trusted as the real explanation of the difficulty, Dr. Solby indicated.

More often, he said, the worker is living in the second stage of development—the stage where role was all-important. For some, this role stage was never out grown. Maybe the worker is a girl who decided to be an actress. She still thinks of herself as a great actress; it is not unnatural that she should fall down on her job as a secretary.

Others go back to a role previously outgrown because of frustration from being either, overplaced" or "underplaced" on the job. The underplaced person may be a bright young man or woman with great abilities but without the necessary experience or training to fill the job they ought to have. The overplaced include those who "dress the part" and talk glibly enough to impress an interviewer favorable but who do not have the mental ability to fill adequately the jobs they get in this manner.

Both overplaced and underplaced workers may be anxious and sleepless. They do not see the real cause of their troubles, but always blame friction with some other person on the job.

The task of the industrial psychiatrist, Dr. Solby said, is to analyze the difficulties of such employes to get at the real source of trouble. He must distinguish between those who are really neurotic and cannot outgrow the role they have unconsciously

assumed and those who have similar symptoms but who are suffering only from faulty placement.

"It is the responsibility of personnel management, supervisor and industrial psychiatrist," he said "to cooperate in fostering the mental health of the adult population through scientific job placement.

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N. C. HAS HIGHEST REJECTION RATE

Low wage scales in the South have caused the highest rate of draft rejections in the nation, a report on file with the Senate Labor Committee said.

Statistics, compiled by the Selective Service System's medical division director, Col. Leonard G. Rowntree, were included in the report submitted by CIO President Philip Murray.

The committee, which is considering a proposal of Sen. Pepper (D. Fla.), for Congressional approval of a 65-cent hourly minimum wage scale, was told that based on 1940 incomes and draft rejections in 1943 the following prevailed:

North Carolina—Rejection rate of 56.8 per 100 registrants, highest in nation; per capita income of $316 yearly, 43rd in nation.

Arkansas—Rejection rate of 55.9, second highest; income of $246, second lowest.

South Carolina—Rejection rate of 54.7, third highest; income of $286, fourth lowest.

Florida—Rejection rate of 53.2 fourth highest; income of $471, 30th in nation.

Louisiana—Rejection rate of 52.6, fifth highest; income of $357, 39th in nation.

Virginia—Rejection rate of 52.2 sixth highest; income of $450, 31st in nation.

Georgia—Rejection rate of 51.6, seventh highest; income of $315, sixth lowest.

Alabama—Rejection rate of 49, eighth highest; income of $268, third lowest.

Mississippi—Rejection rate of 45, twelfth highest; income of $202, lowest.

Tennessee—Rejection rate of 44.7, thirteenth highest; income of $317, 42nd in nation.

MAN'S HOUR GLASS

By William R. Boyd

Perhaps no other subject has been more widely dealt with in the literature of the world than the brevity of human life. The Bible says that "Man is like the grass which today is and tomorrow is cast into the oven." Cicero wrote one of his masterpieces on old age and dwelt upon the brevity of human life. Shakespeare's works are full of lines which could be aptly quoted here tonite. Lincoln's favorite hymn's first stanza was:

"Oh why should the spirit of mortal be proud?
A swift-flying meteor—a fast-flying cloud—
A flash of the lightning, a break of the wave,
He passeth from life to his rest in the grave."

Tennyson wrote:

"Our little systems have their day,
They have their day and cease to be,
They are but broken lights of Thee,
And Thou, Oh God, are more than they."

I would fain make some practical application of this thought about the brevity of human life here tonight. The first one is this: That I think one of the basic errors in our thinking is that we forget how short is our little day upon earth as compared to the endless ages that rest with God. We look about us and see things that we would liked to have accomplished. We are conscious of wrongs which ought to be righted, of injustices which we do not wish to contemplate, and we forget that they are ages old—that they have their roots deep in human nature—that man has been their victim since time immemorial, and we think that all these things ought to be cleared up in our day. This cannot be done—any more than our earth, as we know it now, could have been created in six days of twenty-four hours each, according to faulty interpretation of the Genesis record. It took millions of years to create our earth. Not far from where we stand tonight, ages ago was a field of ice, moving imperceptibly southward. It didn't touch us and that is why northeast Iowa is rugged and the remainder of Iowa rolling or level. Man himself still has physical hangovers which cause him no end of trouble now and then, which reach far back to the days when he did not stand erect.

In the catechism of the church to which I belong, the first question is one of the most searching questions one could think of. It is, "What is the chief end of man?" The answer is: "To glorify God and enjoy Him forever." Well, it is difficult to say just exactly what this means, and what we should do to attain it. If I had to answer that question, I think I should say that man's chief end on earth—or rather chief ends on earth—was to seek to make himself a well-rounded man, physically, mentally, morally, spiritually, and to so work and so live that when he died, be it soon or late, he would leave our world just a little bit better than when he entered it. That is the most we can hope for as individuals, or as generations.

On of the noblest utterances of statesmanship that I remember are these words from Edmund Burke: "Let us attest the passing generation, let us attest the coming generation, between whom, as a link in the chain

of eternal order, we stand." If each generation should do this, progress in the right direction would be continuous, but we don't do it. We advance by fits and starts and then fall back. Sometimes we go back to where a new era started, or even farther back. Civilization once flourished upon this earth of ours, with cities and monuments, long since buried in sand. Now and then an archaeologist discovers one of these, and we are made aware that after all knowledge did not begin with us by any means.

When I was in school, I had as professor of geology a wise old Scotsman, the late Samuel Calvin. Not long before he died, he said to me: "Will, I often find myself at variance with my colleagues. I know, or I think I know, that mankind has been upon this earth thousands and thousands of years, and if in my short lifetime I can see just a tiny bit of progress toward the goal, I am satisfied. My colleagues think everything ought to be made right by tomorrow, or at the farthest by the day after tomorrow. It cannot be done."

The second thing that I would like to emphasize here this evening is that no one should be discouraged if he finds himself to be what was designated in the parable of the talents, a one-talent man. It may sound most presumptuous for me to insinuate that I could improve upon one of the parables, but I do think this parable of the talents leaves a wrong impression. The impression is that everyone who has five talents or two talents doubles them, whereas the person who has but one talent becomes discouraged and doesn't try to make any effort to make it two talents.

Now I have lived quite a while and have had a varied experience in several fields of human endeavor. Often and often I have seen five-talent people throw their five talents out of the window, so to speak—waste them in idleness, in luxury, in over-indulgence, in liquor, et cetera. Also two-talent people. On the other hand I have seen many a one-talent person take that one talent and with a strong will, not only increase it to two, but by more than two, and become an ideal citizen—far more worth while than the five or the two-talented people, who virtually threw them away. All life is brief, but we have time to make something of it—each one of us.

Someone—I do not know who it was—wrote this:

> "Life is a leaf of paper white,
> On which each one of us must write,
> His word or two, and then comes night,
> Greatly begin, if thou have time
> But for a line, be that sublime!
> Not failure but low aim is crime."

The joys and sorrows of others are ours as much as theirs, and in proper time as we feel this and learn to live so that the whole world shares the life that flows through us, do our minds learn the secret of peace.—Annie Besant.

THE ARMY MEANS TO TRAIN FIGHTERS

(Christian Century)

Some much needed candor entered the discussion of proposals for peacetime conscription when the army let it be known that the only kind of postwar draft it is interested in is one which will put all American boys into the armed forces for a year and train them for combat service and nothing else. In a circular distributed to officers the army says: "There will be no place in a second universal military training program for activities that are non-essential to the task of preparing our young men for combat." To some opponents of a peacetime draft such talk may sound repelling. We welcome it, however, as a step toward ending the deceit and double-talk which heitherto has characterized presentation of this proposal. Listening to the President and Mrs. Roosevelt, many Americans have concluded that the peacetime conscription program would be either some form of college education or of social service for their sons. The President has himself compared it with the old CCC soil and forest conservation work. The army's circular should put an end to all that nonsense. Peacetime conscription in this country is to be of the same nature as that long practiced in the conscript armies of Europe. That is what the army is aiming for, and we have no doubt as to the decision which the American people will reach once that has been made plain. Meanwhile, however, it is of more than passing interest to notice that the army's circular says that "America will probably be the initial objective of the aggressors in any next war, and the first engagement of that war will quite possibly be fought in our own home land." If that is so, even the militarists would seem to regard this as a lost war. For their argument has been that the United States must fight this war in order to disarm potential aggressors and to obtain such strategic bases and other defenses as would render impossible the future attacks on the American homeland that are now predicted as "quite possible." If the war is going to leave the mainland of the United States just as exposed to the liklihood of invasion as ever it was before we went to war, then it would seem logical for the army men to ask, from their own premises, why are we fighting?—

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The fiercest agonies have shortest reign;
And after dreams of horror, comes again
The welcome morning with its rays of peace.—Byrant.

WILL FREEDOM SURVIVE VICTORY

(Dare County Times)

Another year of war has drawn to a close. Volumes of rhetoric will be written about the awful destruction of the past twelve months. Puny afforts will be made to describe the suffering of the men of the armed forces, who face death day after day, year after year, far from home and loved ones. Actually, there are no words that can adequately sum up 1944, the most critical year in American history.

The astounding thing about the home front is the fact that except for the families of service men, it lives normally and has no conception of the horrors of war. Communiques from Washington on the price of toilet paper or some other trivial item fill countless columns in the press. Social security planning, "full" employment and dizzy talk of a contented postwar world, with all the worries assumed by a benevolent government, arise from the American scene like a haze from a swamp. Clear unqualified thoght on the subject of personal freedom, is almost totally lacking.

As the war moves on, country after country sees the spectre of oppression and government by small cliques loom larger and darker over the world. The United States is no exception to this trend. Much of our postwar planning is a crazy mixture of individual initiative and bureaucratic paternalism. The conflict between those who believe in state socialism and would have the government take over basic industries, and those who believe in superiority of privately owned enterprises, has led to rash promises. Many on both sides apparently believe that the crux of the issue is a full stomach, with the result that a material value has been put on freedom. Each side has striven to outpromise the other until it has become rank heresy to suggest that there may at times be lean going in the future.

Millions expect government to furnish them jobs, to guarantee peacetime prices, to protect them from the insecurity of competition. They should remember that the more they ask of government, the less freedom they will have. If government ends by owning most of industry and employing most of the people as well as regulating the lives of the remainder, freedom will become a mockery. As Robert S. Henry, eminent writer and historian, observes:

"The right of noncomformity is ultimately the most important of human rights, but I doubt if it can long exist independently of the right of private property. After all, the man who owns nothing, and has no hope of owning anything for himself, is under a terrible handicap in expressing untrammeled individuality. He is without a place for his foot to stand upon, in opposition to the conforming forces of the collectivistic state."

Our people could lose everything of material value as the price of victory in this war and still have a bright future. However, let too much government destroy the freedom and hope of the individual to build again and there is no future. The right of ownership is more important than ownership itself.

ORCHARD WINTER

(Christian Science Monitor)

One comes upon the misnamed abandoned orchards beside the stone-wall-lined country roads, in a corner of a field thick with brush and weeds-near a vinecovered cellar hole on the brow of a low mountain where a century ago a self-sustaining farm was filled with happy voices of children.

The tall trees reach gaunt, twisted arms above the growth beneath. Some of the trees have finished their span, and the barkless, smooth, weather-grayed limbs are etched against the winter sky in sharp, angular patterns.

Brown, wizened-skinned apples cling to the fruit spurs if living trees and make strings of beads in the air.

Beneath the tree there's a tangle of tall weeds and shrubs. There are clumps of forst bitten goldenrod, high bush blueberries and junipers, patches of wild pasture roses, and miniature jungles of blackberry bushes. Gray birches lift their spires of small branches into the limbs of the old apple trees, the green of white pines, hemlocks, and spruces makes an irregular pattern among the browns and tans and russets. The red banners of the sumacs are flung jauntily to the cold winds.

But its far from being an abandoned orchard. The grouse and pheasants delight in its cover, and on chilly mornings, when the frost lies white, they tear the pulp of fallen apples and eat the seeds. Chip munks and red squirrels clamber to a limb above and follow the same procedure. And when the snow lies over the land the whitetailed deer comes to paw the whiteness away and get the frozen fruit. In the dead of winter, the chickadees climb over trees and the woodpeckers drill into the wood.

A long time ago, men set out these apple trees, but they are not abandoned. They are the gathering places of mankind's wild friends.

———:———

MEANING OF RELIGION

Religion is derived from two Latin words, "re" and "ligo," meaning "to bind together" and that is the whole purpose of religion—to bind people together for a common purpose.

You want happiness, contentment, and sucess. You can't have these alone. You get them only as you help those around you to win them, too! So why not join with your fellow men in praying as well as working for them? It is a joy to labor together, in praying as well as working blessed of God.

—Lake Placid Club Notes.

CASTING OUT FEAR

(Dayton Journal-Herald)

The woman remarked: "I believe that should we do away with fear there would be no war." The woman was right. Moreover, she could have enlarged her statement, making it inclusive of many forms of evil, for fear, which is nothing more than the doubting of God, is at the root of world dismay and suffering.

But having come upon fear how are we to eject it from our lives? How are we to rise up against it successfully? Can we hope to do it by reading "escape literature?" Can we think to do it by filling our lives with pleasures, by scurrying here and there in pursuit of entertainment? Such procedure will not rout fear. This is a mere running away from the monster. And at length it will find us out and seek to devour us.

How then to do away with fear? Where then is our help? It is an old and a new help. It has come to us from the past and it is a joy in our presence. . . .

Jesus of Nazareth told his disciples to seek the kingdom of righteousness first and that all things would be added unto them. Love . . . Through contemplation of it, through letting it flood our consciousness and light the innermost places of our though, fear is ejected. . . .

Fill thought with good. Fill it with gratitude for the little blessings which are all around us and are contributing to our welfare. Fill it with gratitude for the spiritual reality of man as the child of God. Fill it with the Lord's Prayer frequently voiced and with such Psalms as the 23rd and 91st. The epistles of Paul are rich with sayings which if held in mind will vanquish fear. . . .

Those who have warred against fear and won in a sense of peace will know what John meant when he wrote "There is no fear in love, but perfect love casteth out fear."

On Life's broad field, still they fight
The false forever with the true,
The wrong forever with the right.
And still God's faithful ones, as men
Who hold a fortress strong and high,
Cry out in confidence again
And find a comfort in the cry:
"Hammer away, ye hostile hands,
Your hammers break, God's anvil stands."

NUTRITIONAL PROGRAM FOR SCHOOL CHILDREN

(Mooresville Enterprise)

The North Carolina nutritional committee, concluding a two day session, discussed at length recent statements that 54 per cent of North Carolina selectees had been rejected as physically unfit for military service, and directed Dr. Carl V. Reynolds state health officer, to confer with Selective Service officials for additional data on the subject.

In a resolution urging a more effective nutritional program for children and adults alike, the committee said:

"This resolution is inspired to some extent by a feeling in some quarters that analysis of all factors may prove the relative standing of the state in selective service qualifications of its selectees to be inaccurate.

"On the other hand it is inspired more powerfully by the belief that the facts are important enough to call for a frank facing of them, with the view to a constructive program looking toward their improvement."

At the concluding session the committee charted a course of definite action in establishing a more adequate school lunch room program in the state, and said it would take the nutrition program into the ranks of industry.

Industrialists, the committee said, would be asked to establish more adequate lunch programe in plants in order to improve the health of industrial workers and to carry the message of good nutrition into the homes of the workers.

Dr. Clyde A. Erwin, state superintendent of public instruction, presided over the concluding session. He told the committee that approximately 360,000 school children were transported to schools in buses, some of the more considerable distances, and that these should be provided with hot, nutritious lunches.

———:———

Do not live simply to make a living,
Rather live to make a life;
For the measure of succeeding
Is your service in the strife.
All that you leave behind you
When your soul has crossed the bay,
Is the good you have done to others
As you tarried by the way.

—Selected

NAZI FIFTH COLUMN FEARED

(New Day)

Reports are filtering into Britain that the Germans have established a new fifth column organization, believed already at work in Europe.

Information has been obtained that this new menace to the recently liberated countries is wedded to the Nazi underground army, now preparing to fight an underground war inside Germany when that country has been conquered.

British authorities in Lisbon already are sifting through masses of information gleaned from liberated and German occupied countries about the activities of the fifth column. It is believed that it is the intention of this column to wait underground until some new upsurge of Nazism at home has some use for it.

It is for this larger and more sinister purpose and not for the possible maintenance of exiled leaders, that so much treasure has been exported from Germany since D-Day.

The placing of these funds so as to avoid their exporpriation is a matter now exercising the Nazi authorities.

Properly used, the resources available could keep going small but potentially effective organizations for many years without financial help

Meanwhile there are some definite signs that sections of the Fifth Column are already at work in Italy, Holland and Belguim. A number of demonstrations have been blamed to them.

———:———

INSTITUTION NOTES

Six students of Jackson Training School were baptized and received into membership in the First Baptist Church, Concord, last Sunday night. The boys uniting with the church on this occasion were: Robert Buchanan, Vernon Foster, Ralph Gibson, Earl Green, Donald Redwine and Clyde Wright.

—:—

In a recent letter from Fred A. Seibert, a former member of our printing class, who is now serving overseas with the United States armed forces, we learned that he had met Arnold Almond, also a former Training School boy, now a member of the United States Army.

Arnold Almond, who is now twenty-eight years old, entered the School, September 1, 1928 and was allowed to return to his home in Rutherford County, June 6, 1931. He made a good record during his stay at the School, and since we have no reports to the contrary, it is evident that he must have made the same sort of record after returning to his home.

While we have no record as to his length of service in the Army or where he is now located, we think the information coming from Fred is suf-

ficient to warrant placing his name on our service list.

—:—

Waide C. Clevis, a former student at this instituion, called at The Uplift office last Tuesday afternoon. He had been visiting his family in Lumberton, and was on his way back to Knoxville, Tenn., where he has been employed for some time.

This young man, now thirty-three years old, entered the School, March 3, 1926, and was allowed to return to his home in Lumberton, January 23, 1929. After going back home, he attended the public schools for one and one-half years. For some time after leaving school he was employed at various odd jobs in and around his home town. Waide stated that in 1934, he went to work as an apprentice with a plumbing company in Lumberton, and has followed that trade ever since.

For the past year he has been employed by the Midwest Piping and Supply Company, Knoxville, Tenn., which is at present engaged in doing some kind of military supply work. He said that he was very much pleased with his present place of employment and was getting along fine. He showed us his defense worker's identification card and his plumbers' union membership card.

In the course of our conversation with Waide, we learned that he has been married eleven years, and that he has four children-- two daughters, aged nine and seven years, respectively; one son, eight years old and a baby boy, aged fifteen months.

Although he had very little time to stay at the School, Waide did manage to get around to see some of the staff members who were working here at the time he was at the institution, and he seemed delighted to see them. He remarked that it was just like coming back home. We recall that he was just a little fellow when he came to us. He was placed in Cottage No. 4, where he was employed as house boy during the greater part of he time spent at the School.

—:—

We were delighted to receive a letter recently from Mr. Paul Caldwell, of Staten Island, N. Y. "Doctor Paul," as he is generally called around here, is a native of Concord, but has been living in New York for more than thirty-five years. For many years he has been the pharmacist at Sailors' Snug Harbor, Staten Island, a home for old sailors, caring for about 800 inmates. It is one of the best-known institutions of its kind in the United States.

Our good friend, Doctor Paul, has long been a most enthusiastic friend of the Jackson Training School, and has been a regular subscriber to The Uplift for more than twenty-five years. His letter reads as follows:

"Enclosed is a check for two dollars, for which I wish you would have my subscrption to The Uplift renewed for another year.

"Well, last summer's visit was another trip down home for me without my usual visit to the school, but my time was so limited that I was kept bouncing around like a hen on a hit griddle the whole time I was in town. I suppose we shall have to wait for more normal times in order to be able to act more sanely, even on a vacation.

"That was an exhilarating ode to the New Year on the front page of the January 6th issue of The Uplift, and it will have to take its place in my scrap book 'among my souvenirs'. You certainly make nice selections in your poetry and it is sometimes difficult to make a choice of the best ones to store away for that rainy day of the mind.

"After reading the ode referred to above, it is so simple to offer you and all the boys my heartiest wishes for the New Year. Sincerely yours, Paul Caldwell."

We are grateful to Doctor Paul for the many nice things he has said about our little magazine from time to time. He is a great reader, and a compliment coming from him is really worth something. We regret that he was unable to visit the School when he was "down home" last summer, and trust that on future visits he may be able to again take up his annual custom of coming out to see us when in town.

—:—

Rev. E. S. Summers, pastor of the First Baptist Church, Concord, conducted the regular afternoon service at the School last Sunday. For the Scripture Lesson he read Genesis 32:-24-31, and in his message to the boys he pointed out several interesting facts in the life of Jacob.

At the beginning of his remarks, Rev. Mr. Summers told his listeners that in the story of Jacob just read, no one knew for certain whom it was that Jacob wrestled with, but whether it was a man or an angel, it was a manifestation of divine power.

The speaker further stated that, according to facts revealed in the Bible, Jacob was a bad boy, but from studying his life, we learn that if a boy realizes his faults, there is still hope for him.

When just a lad, continued Rev. Mr. Summers, Jacob used underhand means to get what he wanted. He desired his brother's birthright, so he took advantage of him in a weak moment in order to secure it. He also fooled his aged father in order to obtain a blessing which he did not deserve. After having wronged his brother, Esau, Jacob's parents, knowing Esau would be looking for revenge, were afraid he would kill his brother, so they sent Jacob away out of the country.

Jacob sought to put as much distance as possible between him and his brother. He made his way out on the desert. As he lay down to sleep that night, he placed a rock under his head. It was not that he could find nothing better to use as a pillow, but that the hard rock would cause him to sleep lightly, and thus prevent Esau from sneaking up on him and killing him. Like all those who resort to underhand tricks to obtain what they want, Jacob was a coward, and feared that Esau would take his life.

As he slept, Jacob had a vision. He saw a ladder, the foot of which rested upon the ground and the top extending into heaven. Angels were ascending and descending this ladder. Above the ladder he saw God. Jacob told God that if He would be good to him and bring him back home safely, he would believe in Him and serve Him the rest of his life.

Jacob went to another land, said the speaker, but did not keep his promise to God. He married several times. He continued to steal. On one occa-

sion, he tricked his father-in-law out of some things he wanted. But God had not forgotten his past. He told Jacob to go back to the place where he had seen the vision. He wanted him to renew his covenant with Him. Jacob started back. On the way he began to think how angry his brother would be with him. Esau had become a very powerful man by this time, and Jacob feared him more than ever. After traveling a long time, Jacob came to a stream. Being afraid that Esau would kill him, his wives and children, and take all his possessions, he sent them over to the other side of the stream, while he stayed to pray and to ask God for forgiveness.

It was while Jacob was by himself, said Rev. Mr. Summers, that there came one to wrestle with him, as was read about in the Scripture Lesson. It was a messenger from God. They wrestled all night. When Jacob saw that he could not conquer his opponent, he simply held fast to him. When the man asked him to let go, Jacob, recognizing that he came from God, refused to do so until he blessed him. Finally the messenger asked him his name, and he replied that it was Jacob. The name, Jacob, means a supplanter or one who gets things dishonestly. The messenger then told him that instead of Jacob, his name from that time was to be Israel, which means one who has received God's blessing.

In commenting further on this story, the speaker said that Jacob had done many wrongs, and, for a time, apparently thought he was getting along all right. However, when he thought Esau would come and destroy him, he was afraid, and once more sought God's help.

Rev. Mr. Summers then told the boys that practically every man's life was somewhat similar to that of Jacob. No matter how many evils we are guilty of, there comes a time when we fear the consequences. It will be then that we need to hold on to God. God is our only source of help and strength. As was finally the case with Jacob, if we truly and earnestly repent and desire God's help, we may receive His blessing. When a person repents, God ceases to look upon him as a sinner, and gives him the power to live the right kind of life.

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these announcements.

Week of January 21, 1945

Jan. 22—Patrick Ford, Cottage No. 5, 15th birthday.
Jan. 23—Robert Peavy, Cottage No. 3, 12th birthday.
Jan. 24—Calvin Davis, Cottage No. 10, 16th birthday.
Jan. 26—Franklin D. Robinson, Cottage No. 6, 12th birthday.

COTTAGE HONOR ROLL

Week Ending January 14, 1945

RECEIVING COTTAGE

Lawrence Allen
Phil Batson
Thomas Brantley
Charles Brown
Coy Crabtree
Ralph Cranford
William Hammond
James Perkins
David Prevatte
William Rogers

COTTAGE No. 1

(Cottage Closed)

COTTAGE No. 2

John Allen
Eugene Bowers
Robert Buchanan
Charles Byrd
Walter Byrd
Robert Furr
Ralph Gibson
Gerald Johnson
Chester Lee
John McLean
Hayes Powell
Marshall Prestwood
Melvin Radford
Jack Ray
Vann Robinson
James Sneed
Roy Womack
Clyde Wright

COTTAGE No. 3

William Brooks
Craven Callahan
William Doss
Earl Green
Robert Helms
James Hensley
Cecil Kinion
Robert Lee
A. J. McCraw
Jack Oliver
Robert Peavy
William Ussery
Theodore Young

COTTAGE No. 4

Robert Blackwelder
Leonard Bradley
John Fine
Jack Gray
Eugene Hudgins
Robert Hogan
William Hawks
Roy Miller
Leroy Pate
Garnett Quessinberry
Thomas Ruff
Paul Stone
John R. Smith
Edward VanHoy
Robert Walters
Eugene Watts

COTTAGE No. 5

Woodrow Davenport
Lawrence Hopson
Lewis Kern

COTTAGE No. 6

Thomas Childress
Rufus Driggers
Vernon Foster
Keith Futch
Earl Gilmore
Stanford McLean
Clay Shew
Charles Sellers
James Swinson
Leroy Wilkins

COTTAGE No. 7

David Brooks
Carlton Cox
Horace Collins
Carlos Faircloth
James Knight
Ned Metcalf
Ray Naylor
Claywood Sparrow

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Fred Coats

Ray Covington
Conrad Cox
Edward Guffey
Charles McClenney

COTTAGE No. 10

(No Honor Roll)

COTTAGE No. 11

Charles Alexander
Odean Bland
Donald Bowden
William Guffey
Edward Hambrick
Alvin Hilton
James Phillips
Alvin Porter
Marshall Sessoms

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

William Andrews
William Black
Raymond Brittain
William Whisnant

COTTAGE No. 14

Charles Blakemore
Edward Bowden
William Ferguson
Lawrence Littlejohn
William Lerschell
Bruce Sawyer
Howard Hall
Eugene Simmons
James Spence
Thomas Stallings
Milton Talley

COTTAGE No. 15

Frank Bass
Harold Coffey
Jack Crump
Robert Flinchum
R. V. Hutchinson
Kenneth Hankins
James Knight
J. B. Ledford
William Myers
Robert Rivenbark
Dewey Smith
Clyde Shook

INDIAN COTTAGE

(No Honor Roll)

INFIRMARY

(No Honor Roll)

———:———

I WILL

I will start anew this morning with a higher, fairer creed.
I will cease to stand complaining of my ruthless neighbor's greed;
I will cease to sit repining while my duty's call is clear,
I will waste no moments whining, and my heart shall know no fear.
I will look sometimes about me for the things that merit praise,
I will search for hidden beauties that elude the grumbler's gaze;
I will try to find contentment in the path that I must tread.
I will cease to have resentment when another moves ahead.
I will not be swayed by envy when my rival's strength is shown.
I will not deny his merit, but I'll strive to prove my own;
I will try to see the beauty spread before me, rain or shine.
I will cease to preach your duty and be more concerned in mine.

—Selected.

JAN 30 1945

THE UPLIFT

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The Training School Dairy Herd

Published By
THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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The Uplift

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S. G. HAWFIELD, Editor — LEON GODOWN, Printing Instructor

THE HELPING HAND

"He travels fastest who travels alone,"
Is an adage hoary with years.
But what does the swift one do when the cliff
Of trouble and sorrow appears?

It is better to travel more slowly, and walk
With one's hand in that of a friend.
The meadows are lovelier shared with another;
Hills easier, far, to ascend.

And we all come at last, traveling slowly or fast,
To the Gate of the Unknown Land,
Whose latch lifts more gently for those who've had,
And have given, a helping hand.

—Marion Doyle.

SUPERINTENDENT HAWFIELD ASKS FOR SCHOOL FUNDS

Appearing before the General Assembly's joint appropriations committee at Raleigh, S. Glenn Hawfield, superintendent of Jackson Training School, declared that North Carolina must improve its educational facilities in correctional institutions "if we are to carry out our obligations to the boys and girls in our care."

Speaking principally for his own institution, the Jackson Training School director declared that the state and the committee which appropriates funds for institutions are confronted with the question whether "we shall operate at Jackson Training School in a nonstandard, nondescript, second-rate manner or whether we shall make provision for our institutional boys and girls for an accredited school such as exists in the public school system of the state."

Hawfield asserted there are some who take the position that this is no time for a state institution to make great strides for improvement especially when the man-power situation is so desperate.

"The building of character, however," he said, "is an enterprise which will not wait on time. We have greatly improved our school in the last two years despite war-time problems, while at the same time the salaries of classroom teachers in our training school have been and are far too low to attract the best teachers into the school."

Citing the allocation proposed by the advisory budget commission, Hawfield said this committee had recommended that the academic department at Jackson Training School be made a part of the state school system, to be maintained and operated by the state, which would employ and allot teachers and pay them the salary scheduled on a 12-months basis, and that administration and supervision of the department be that of the superintendent, budget officer and executive committee of the institution.

The superintendent said, however, that the budget commission's proposed appropriations will not permit employment of additional workers that would make it possible to curtail long working hours of the employees. Some instructors at Jackson Training School do custodial care for seven days weekly to the extent of about ninety-hours.

"Only moderate provisions for salary increases are made in the proposed budget. If the state is going to increase pay of school teachers and certain other workers, we should remember those of our employees whose work is not ended as the sun goes down," Hawfield said.

Here are some interesting facts concerning the proposed budget for the next biennium together with information as to expenditures during the past two years: Recommended budget for the first year, 1945-46, $177,410.00; for the second year, 1946-47, $176,433.00, or a total of $353,843.00. For the present biennium—first year appropriation, $135,107.00; second year appropriation, $144,046.00, or a total of $279,153.00. The recommended increase over the present biennium would be $74,690.00. The per capita cost last year, $371.-00; per capita cost, estimated, this year, $384.00. Recommended per capita cost for the next biennium would average $472.00.

—Concord Daily Tribune.

SALARIES OF PUBLIC SCHOOL TEACHERS

Since this is a legislative year in the processes of state government, the General Assembly is again confronted with the problem of appropriating funds with which to employ approximately 25,000 classroom teachers. It is face to face with this ever-expanding problem at a critical period in the history of the state. There is no doubt but that members of the Legislature will seek to be guided in the weeks ahead by their better judgment, under the guidance of the State's best informed leaders. It is firmly believed that those who face this obligation will do so with an open mind and a determination to be fair to all parties concerned.

In the first place there must be a recognition of the increased cost of living and higher taxes. Statistics show that teachers are actually receiving much less on a net basis than they did before the war. Unfortunately, classroom teachers belong to that large group of salaried workers whose increased remunerations never keep step with those in other professions, but are the first to be curtailed in times of financial recessions.

Governor Cherry, during his campaign and afterwards, promised more pay for the teachers and he will fulfill that pledge as far as it is possible. Superintendent Clyde A. Erwin is recommending that the class A teachers' salaries range from a minimum of $125 up to $175. The teachers are hoping that the maximum will be raised to $200. Certainly the limit set by the Advisory Budget Commision is too low, and should be raised.

The classroom teachers of the state are not receiving adequate pay, and as a result the educational system has lost many of its best teachers in recent years. Most tragic of all, many who would be inclined to enter the teaching profession are not doing so on account of the low salaries. When it is realized that teachers are working with the state's most precious possessions, the salary schedule up to $175 per month is none too high. In fact, the salaries of teachers have never been as high as they should be when considered in terms of the teachers' training and the standard of living required of them in the community. Perhaps it is not too much to say that the public has followed a parsimonious policy toward the teachers, without realizing that the boys and girls are the losers. To the extent that

the classrooms have been manned by misfits or failures along other lines, just to that extent have our children been foredoomed to inefficiency.

* * * * * * * *

FRANKLIN DELANO ROOSEVELT

Franklin Delano Roosevelt, the 32nd President of the United States, was born at Hyde Park, New York, on January 30, 1882. He is the only son of the late James and Sarah Delano Roosevelt. His is an illustrious family, noted for it fortunes and it fame in aggressive leadership in positions of national prominence, and noted none the less for its culture, refinement, and traditions of gentility.

Mr. Roosevelt has the unique distinction of being the only man elected to the presidency of the United States more than twice; or rather for four terms. In 1932 he defeated Herbert Hoover, who had just served four years, by an approximate plurality of 7,000-000 votes, the electoral vote being 472 to 59; again in 1936, he defeated Alfred M. Landon by a plurality of more than 11,000,00 votes, with a total of 523 electoral votes to 8; again in 1940 he defeated Wendell L. Willkie by nearly 5,000,000 votes, with an electoral vote of 453 to 78; and again in 1944 he had a plurality of approximately 3,000,000, with an electoral vote of 432 to 99 for Governor Thomas E. Dewey of New York.

An analysis of the figures in the foregoing paragraph indicate two amazing results. First, in Mr. Roosevelt's four campaigns for the Presidency, he received approximately 26,000,000 more popular votes than did his four opponents. Second, in the Electoral College balloting he received a total of 1,880 votes as compared with 244 for his opponents. Since 266 electoral votes are required to elect a President, the combined vote of the candidates opposing him in the four campaigns is 22 less than the number required for a majority in any given election.

The Roosevelt farm at Hyde Park was an ideal place for a boy to spend his childhood. There was the fine old rambling homestead overlooking the Hudson River, all the barns, stables, horses, cattle, pigs, ducks, chickens, and the many interesting activities that re-

present farm life. All day long the boy could watch boats passing on the broad river.

Roosevelt's parents were his first teachers, and he did not start to school until he was fourteen. The result was that he saw more of his parents than most children do.

At the age of fourteen, he entered Groton school for boys at Groton, Massachusetts. From here he entered Harvard college where he distinguished himself by completing the academic course in three years. However, he took a fourth year at Harvard, and during this time was an able and fearless editor of "The Crimson," the undergraduate newspaper. He graduated from the Columbia University Law School in 1907, and was immediately admitted to the bar. He then developed a highly successful law practice.

Mr. Roosevelt has had an exciting and spectacular career as a politician. He has experienced some defeats, but many spectacular victories. He has been in the public eye almost continuously sine 1910, when he won his first victory as state senator from Duchess County in New York, the first Democrat to carry the county in over fifty years.

From 1913 to 1921 he served as Assistant Secretary of the Navy, during President Wilson's administration. In 1920 he was a candidate for the office of Vice-President of the United States, but was defeated. In 1928 he was elected Governor of New York, and in 1930 he was re-elected by the greatest majority in the history of that great state.

In 1921, when he was thirty-nine years of age and seemingly in perfect health, he was suddenly stricken with infantile paralysis. His subsequent fight to regain his health elicited the admiration of the entire world. It was a grave illness, but by sheer force of will he pulled himself up again to become the leader of the greatest nation in all the world.

Throughout his long career he has been recognized as a liberalist who has championedd the rights of the common man. The great masses have followed him with their sentiments and with their ballots. Both in peace and in war he has faced the gravest problems of any President in the history of the republic.

Mr. Roosevelt, on January 20, 1945, was inaugurated President for

a fourth term. Due to the dark shadows of war hanging over the nation, the ceremonies were very simple. Today he faces the future with monumental burdens burdens resting upon his shoulder. The nation has been at war for more than three long years, many young men and women are giving their lives on the fighting fronts, the nation's wealth and resources are being expended beyond comprehension. The days ahead are the darkest, and the future sacrifices will be greater.

When peace again comes to the peoples of the earth, Franklin Delano Roosevelt will face the greatest destiny of all time.

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IMMEDIATE NEED FOR NURSES

Through various radio broadcasts and the columns of the press we are reminded almost daily of the increasing need for nurses. The Surgeon-General of the United States Army has again called upon the Red Cross for redoubled effort to secure the 10,000 additional nurses which the Army requested last October. Rapidly mounting casualties make it imperative that these nurses be procured at once, or many of our wounded will be deprived of essential nursing care.

As the tempo of the raging war is being stepped up, it will be necessary to place further restriction upon civilian nursing. Military needs come first, and they have greatly increased in recent weeks. There are adequate numbers of nurses to meet both military and civilian needs, if our resources are utilized with greater care.

Not a man or woman in this country should want to retain a nurse who is eligible for military duty. The Red Cross, therefore, is appealing to hospital officials, physicians, nurses' families, and to the public in general to exert every possible effort to release eligible nurses for military service. Our casualty lists are steadily climbing, and thousands of wounded need attention.

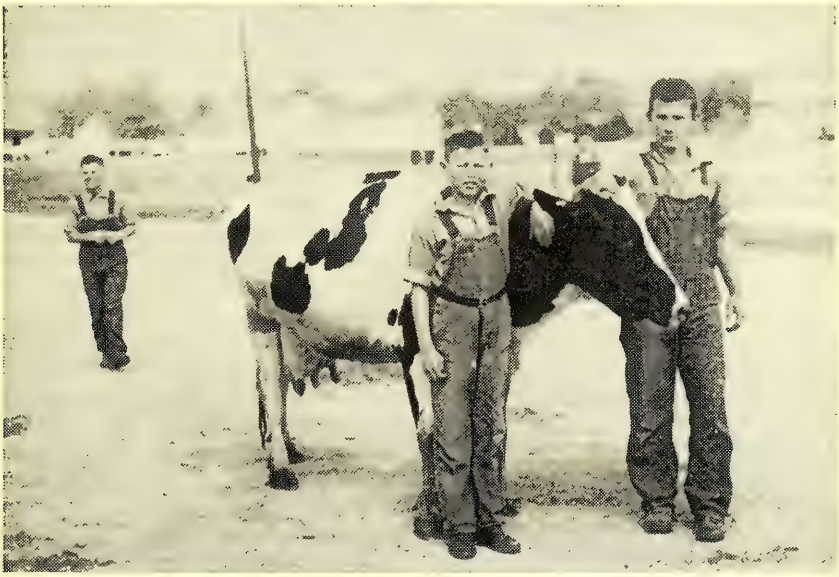
Ours is the highest type of citizenship to be found anywhere. Our people have always heeded urgent calls, and we believe the present call for nurses will receive a ready response. We must not let our boys down!

THE DAIRY DEPARTMENT

By S. G. Hawfield

The dairy department stands at the very center of the School's food and health program. It supplies our most essential item of daily food, day in and day out. It is in reality, the only department that operates seven days in the week, and 365 day in the year. The dairy ranks high among the departments, both because of what it means to all of the boys and staff members, and because of the total layout in buildings and equipment. For a number of years it has attracted the attention of all visitors to the School, and it has been the joy and pride of those who live here.

In one way or another the products of the dairy touch the lives of all at the School. Every boy gets at least one quart of whole milk each day. This is the one item of food which they relish most. Also, the milk is served to the boys in puddings, pies, cakes and bread, and in the summer months a generous supply of ice cream is served twice each week.



Boys and one of the Prize Cows

The dairy operates under the supervision of Mr. J. H. Hobby, who has directed this department for a period of approximately 25 years. He has approximately thirty boys, all living in cottage 15, who work under his guidance. The operation of the dairy is one of the most responsible posi-

tions at the School. In addition to directing the training of 30 boys ,Mr. Hobby is responsible for the dairy buildings and equipment, the care and welfare of approximately 125 cows and calves, and the distribution of all dairy products. He and his boys operate one of the outstanding dairies of the state.

In processing and caring for the milk, there are eight different processes, as follows:

1. All bottles, utensils and equipment are cleaned and sterilized. This is a basic requirement, and demands constant attention.

2. The milking barn is kept perfectly clean, and a stanchion ready for each individual cow.

3. Each cow is kept clean, and at milking time the udders are washed thoroughly and disinfected so as to eliminate filth and disease germs.

4. The boys do the milking by hand, and each boy is required to wash his hands thoroughly before milking each cow. The milk is milked into 14-quart pails.

5. The milk is immediately placed in a cooler where all the animal heat is removed in order to reduce to a minimum the bacterial count.

6. Next, the milk is put into quart bottles by a hand-operated machine, and the bottles sealed.

7. The milk is then placed in a refrigerator, at a temperature of 38 to 40 degrees, where it is kept until delivered.

8. Deliveries are made to the various cottages each day just before the noon-day meal.

In the entire process every possible precaution is exercised to ensure cleanliness and freedom from desease germs. This represents a systematic process full of numerous chores and routine activities. It requires constant alertness and careful supervision.

The dairy consists of the following buildings:

(a) Milking and lounging barn, with three silos, capacity of 75 tons each, 52 stanchions, a feed room, a dressing room for the boys, office quarters, space for 175 tons of hay, running water convenient to every cow. The milking barn has a concrete floor.

(b) Milk house with cooler, bottling machine, refrigerator, sterilizing vats and a sterilizing room where utensils remain for 60 minutes under a pressure of 240 degrees of dry heat, milk separator, churn, ice cream freezer, boiler, ammonia machine for making brine for cooling purposes.

(c) Maternity and calf barn, with 15 stalls, 19 calf pens, a hay loft of 100 tons capacity, and running water.

(d) Two lots for calves to range in the sunshine, and two breeding pens.

The dairy is inspected monthly by a county inspector, and the milk served to the boys is strictly Grade A milk.

There is a monthly test by a state expert for determining the production, butter fat, and relative feed costs. In comparsion with 15 other daries in the piedmont area in the month of December, our dairy ranked 4th in average pounds of milk per cow.

The entire dairy herd is under the constant care of a reputable veterinarian who makes regular inspections and gives all necessary treatments for mastitis and other diseases. Once each year the herd is tested for bangs and tuberculosis.

Any diseased cattle or extremely poor milkers are culled out and disposed of.

In the herd at this time there are 12 registered animals. Three of these are males and nine are females. It is our purpose to build up in the future a herd of registered cattle.

On the average, the school milks about 56 cows, and the production averages about 180 gallons per day. Generally about 15 or 16 boys have learned to milk, and some of these best milkers can milk 6 cows while the untrained boy milks one cow. When a boy is first assigned to the dairy, he has a period of probation during which time he learns about feeding and caring for cattle and operating a dairy; his training is slow and gradual. There is a constant process of recruiting new boys and training them in the essential skills. There is really no limit to what a boy may learn in feeding and caring for cattle, processing milk, and operating machinery and equipment. For instance, a boy learns the importance of keeping the cows comfortable to ensure maximum production, how to attend to the bedding for the cows, the proper amount of ensilage and grain concentrates to feed each cow, how to feed a tiny calf, how much hay to feed at night, how to keep a record of each cow's production, how to clean utensils and equipment in accordance with scientific health specifications and regulations, and, most of all, how to handle a cow.

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STRETCHING THE SOUL

It was an impressive story that was told not long ago by R. Lee Sharpe, of Carrollton, Georgia, and published in the Alabama Baptist. A short but big sermon it was!

"I was just a kid," related Mr. Sharpe. "One spring day, father called me to go with him to old man Trussell's blacksmith shop. He had left a rake and a hoe to be repaired. And there they were ready, fixed like new. Father handed over a silver dollar for the repairing. But Mr. Trussell refused to take it. "No," he said, "there's no charge for that little job." But father insisted that he take the pay.

"If I live a thousand years," said Mr. Sharpe, "I'll never forget that great blacksmith's reply. 'Sid', he said to my father, 'can't you let a man do something now and then—just to strength his soul?' "

It is the old law. The giver becomes the receiver. Bread cast upon the waters comes back. One who "stretches his soul" into deeds of love and kindness, unfailingly reaps a just reward.

—Sunshine Magazine.

LOCAL HAPPENINGS

Reported By Boys of the School Department

Friday Morning and Afternoon Chapel Programs

By William Poteat, 8th Grade

The program this week was under the direction of Mr. Hines and our eighth grade group. The devotional consisted of two songs, entitled, "God Save, Keep, Hold Our Men" and "My Precious Saviour Died for Me," (composed by Mr. Hines) sung by four boys, William Poteat, Gerald Johnson, Thomas Barnes and Jack Benfield. Next, was a Scripture Reading by John Allen, and the whole group repeated the Lord's Prayer. Melvin Radford then recited a poem, "The Wind," by Robert Louis Stevenson.

The eighth grade boys then presented a play entitled "The Old Spellin' Skewl," with the following characters: "Ebenezer Farrel," (teacher) William Poteat; Patsy Boliver," Harlan Warren; "Groany Muggins," Jack Willis; "Samantha Brown," Carlton Wilcox; "Sis Jones" Howard Jones; "Bub Jones," Stanford McLean; "Barney Dacey," George Hill; "Kitty Clover," Charles Shore "Leroy Hammerhandle," Clyde Ward; "Pinky Smith," Lawrence Allen; "Sleepy Jim" Charles Shearin; "Mary Maloney," Leonard Bradley; "Toots Smith," Raymond Cloninger.

The play was about an old-fashioned school. The dunce-cap and stool, hard, wooden benches, etc., were very much in evidence all during the play.

After the play, John Linville, as "The Darky Preacher," gave a long sermon on how to live.

This was the end of our program, but I mentioned some time ago about a hymn written by our school principal, Mr. Hines. If some of you readers want a new hymn some time, learn this one. The tune is the same as "Maryland, My Maryland," and the words are as follows:

My precious Saviour died for me
To set me wholly free,
He bore the cross of Calvary
To set me free.
Upon the cross His blood was shed,
The crown of thorns was on His head;
He, by the sinful men, was led
To the cross of Calvary.

The precious Saviour prayed alone
To set you wholly free,
He for your sins will now atone
To set you free.
Remember how His blood was shed,
Remember how they crowned His head;
He gladly died in your own stead
To set you wholly free.

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B. T. U. Gets Six New Members

By William Poteat, 8th Grade

The B. T. U. here at the school received six new members recently when Clyde Wright, Robert Buchanan, Ralph Gibson, Vernon Foster, Earl Green and Donald Redwine were baptized and received into the First Baptist Church, Concord. Rev. Mr. Summers, the pastor, baptized them. These boys were allowed to do this only after careful observation by the cottage officers, Mr. Hines, and Mr. Hawfield, on their behavior and attitude at the cottage, school, at work and at play. We are glad they were eligible and wish them the best of luck in this new undertaking.

Some Original Poems

Some of the boys of the fifth grade have composed original poems about winter. We are mentioning the three best ones. They are: "Winter Time," by Claywood Sparrow; "The Icy Man," by Earl Green; and "Our Forefathers," by Earl Gilmore.

WINTER TIME

By Claywood Sporrow

Today is all cold and dry,
Not even a cloud in the sky,
Not even a sound anywhere around.
Not even a nut on the ground.

I hear no birds singing away,
Not one this cold winter day,
I see no squirrels in the trees—
Not even a butterfly or the bees.

THE ICY MAN

By Earl Green

The Icy man is the meanest man;
When he gets mad he will bite you on the nose and hand.

He even bites little babies, and he makes them cry,
Sometimes he acts very shy.

But I know who he is. He is the Icy Man,
The one who bit me on my nose and hand.

OUR FOREFATHERS

By Earl Gilmore

Our forefathers fought and died
So we would not be shot in the side.
They fought in wars and strife
So we would have freedom and life.

They took their stand,
They never ran.
The winter was coming,
But they were not running.

When the winter came,
They were just the same.
The snow was falling,
But they were not bawling.

Study of Biographies

By William Poteat, 8th Grade

We are studying about heroes who were born in January. In the month of January, there are three outstanding heroes of American history. They are: Benjamin Franklin, (born January 17th); Robert Edward Lee, (born January 19th); and last, "Stonewall" Jackson, for whom this school was named, (born January 21st).

I will attempt to give a short sketch of these men's lives in biographical form.

Benjamin Franklin was born in Boston, Mass., January 17, 1706, and died in Philadelphia, Pa., April 17, 1790. He was the youngest son of a large family. In reading his biography you will find he was a most versatile man. Among other things, he was noted as a printer, journalist, diplomat, statesman and philosopher. As a practical printer, Franklin was said to have had no superiors. He founded "Poor Richard's Almanac" and "The Saturday Evening Post."

During the Revolutionary War, Franklin helped to get supplies from France and was our chief diplomat to France. He died at the ripe old age of 84, and his epitaph reads: "Benjamin Franklin, Printer."

Robert Edward Lee was born, January 19, 1807, at Stratford, Va., and died at Lexington, Va., October 12, 1870. His father was General Henry Lee, better known as "Light-Horse Harry" Lee. His mother was Ann Hill Caster.

He went to West Point and graduated with honors, second in a class of forty-one. He was the greatest of all the Southern generals. He died at the age of 63. Benjamin Hill, of Georgia,

summed up Lee's character in splendid form when he said: "He was a foe without hate, a friend without treachery, a soldier without cruelty, and a victim without murmuring. He was a public officer without wrong, a neighbor without reproach, a Christain without hypocrisy, and a man without guilt. He was a Caesar without his ambition, a Frederick without his tyranny, a Napoleon without his selfishness, and a Washington without his reward. He was as obedient to authority as a servant and as royal in authority as a king. He was as gentle as a woman in life, pure and modest as a virgin in thought, as watchful as a Roman vestal in duty, submissive to law as Socrates, and grand in battle as Achilles."

Thomas Jonathan Jackson, better known as "Stonewall" Jackson, was born in Clarksburg, West Va., January 21, 1824, and died near Chancellorsville, Va., May 10, 1863. He went to West Point and graduated seventeenth in a class composed of such men as McClellan, Foster, Reno, Hill, Pickett, Couch, James Gibson Maury, Wilcox and others. After leaving West Point he served in Mexico, where he made a brilliant record.

He served under Lee in the Civil War, and when Lee lost him, he said he had lost his right arm.

The fact that he was always seeking the dangerous spots and was always "up front" with his men, accounts for his untimely death. He was returning from one of those bold reconnaissances, which he so frequently made, when his party was fired upon by his own men, who mistook them for the enemy. Jackson was severely wounded, and his left arm had to be amputated, and his other wounds dressed. He was doing fine and gave every promise of recovery when pneumonia set in, and he died at 3:15 p. m., Sunday, May 10, 1863.

The great soldier had fought his last battle, won his last victory, and had gone to wear his glittering "crown of rejoicing." He was buried, as he requested, in "Lexington in the Valley of Virginia." His last words were: "Let us cross over the river and rest under the shade of the trees."

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B. T. U. Meeting—Junior Group I

By James Sneed, 2nd Grade

Rev. Mr. Summers and Mr. Beck were in charge of our group because Mr. Snyder could not come. His little boy was sick. First of all, Mr. Hines called the roll, and everybody was present. When the program started, Rev. Mr. Summers led us in prayer. Robert Woodruff had part 1—"I Should Pray at Mealtime." Robert Gaylor gave Part 2—"I Should Pray in the Morning." Part 3 was given by Robert Mason. It was, "I Should Pray at Bedtime." Samuel Lynn had Part 4—"I Can Pray When I Am in Trouble." George Marr had Part 5, which was, "When I Pray,, I Will Remember to Say Thank You." At the last of the program, Rev. Mr. Summers made a talk.

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B. T. U. Meeting—Junior Group II

By Theodore Young, 5th Grade

Mr. Puckett and Mr. Isenhour were in charge of our group. Our program was very good. Herschell Duckworth was in charge of the program. First

of all, we had a song. It was by all. The name of it was "When They Ring Those Golden Bells for You and Me." Mr. Puckett led us in prayer. Then we went into our Bible readings. Questions about the Bible readings were answered and discussed by different boys. We looked up information about the Bible readings. We thought the readings were very interesting.

When we started with our program, Herschell Duckworth told us a story, after he had first read it aloud. He told it in his own words. He told it very well. He gave Bible references for all of us to look up. They concerned the story that he told. The second part was about "How Jesus Fed the People on the Mountain." The name of that part was "I Should Pray at Mealtime." Herschell Duckworth gave that part, too. In that part was a little prayer which I like very much. The next part was given by Joe Mitchell, and it was "I Should Pray in the Morning." He read it aloud first and then told it in his own words. We boys discussed it in our meeting. After the discussion, we looked it up in the Bible and read it and then talked about how we ought to live. We wanted to know what it meant, and we found that it was about the tempter wanting to get Christ to turn rock into bread. The next part, "I Should Pray at Bedtime," was by Billy Ray Daye. He did it very well. He discussed it and told us what it meant. Then we looked it up in the Bible. It was found in the Book of Psalms. We also studied about Saul from the Book of Acts. "I Can Pray When I'm in Trouble" was given by James Holleman. He read it aloud first, and then he and some of the other boys told it. Earl Gilmore told the last part. He said that Jesus taught the Lord's Prayer to the disciples, and they taught it to other people. That was the end of the program.

We are very proud of the new boys who have come into the church and the young people's meetings. They are learning a lot and helping other boys. Mr. Isenhour said that he was very proud of them. From the church bulletin of January 21st, we quote: "It is a joy to welcome the following boys from Jackson Training School who have recently come in to the fellowship of our church: By Baptism—Robert Buchanan, Donald Redwine, Clyde Wright, Ralph Gibson, Vernon Foster and Earl Green. By Letter—Charles Shore was received into our church." We other boys in the B. T. U. want to be of very much help to them and to encourage them in every way possible.

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B. T. U. Meeting—Intermediate Group

By Jack Willis, 8th Grade

First, we had a solo by Mr. Iley. The title of the song was "Am I a Soldier of the Cross." Next, the entire group sang "When They Ring Those Golden Bells for You and Me." Then we began with our afternoon lesson. Gerald Johnson was first on the program, and he had the first half of the first part, entitled, "Myself." Jack Willis had the last half of the same part. Robert Flinchum had the first half of the second part, entitled, "My Best Thoughts," and James Eller had the last half of the second part. Next, Robert Hensley had the third part, entitled, "My Best Spirit." Ray Edwards had the fourth part, en-

titled, "My Best Activities," and Thomas Barnes had the fifth part which was entitled, "My Best Choice." The last part was by Charles Shore, and it was "My Best Ideals." After that, Jack Benfield and Robert Flinchum sang a song, "What a Friend We Have in Jesus." We then had a number by a trio, Gerald Johnson, Thomas Barnes and Jack Benfield. They sang "Give Me Thine Heart." Ned Metcalf dismissed us with prayer.

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DAILY PRAYER

If I can do some good today,
If I can serve along life's way,
If I can something helpful say,
Lord, show me how.

If I can right a human wrong.
If I can help to make one strong,
If I can cheer with smile or song,
Lord, show me how.

If I can aid one in distress,
If I can make a burden less,
If I can spread more happiness,
Lord show me how.

If I can do a kindly deed,
If I can help someone in need,
If I can sow a fruitful seed,
Lord show me how.

If I can feed a hungry heart,
If I can give a better start,
If I can fill a nobler part,
Lord, show me how.

—Grenville Kleiser.

THE VALUE OF ROUTINE

(The Buzzer)

Acceptance of routine is one of the surest indications of an ordered intelligence. Routine in business, amusement or occupation is but the ordering of an adopted course, adherence to which is a daily custom.

Henry Ford first raised routine to the heights of efficiency in production when he demonstrated its possibilities applied in industry. From his demonstration developed the production lines that have supplied the world with automobiles, planes and agricultural implements in undreamed of numbers and, ultimately astonished the world with such a mass production of war materials as history has never seen.

Long before industry discovered the production line from the use of routine, hospitals had adopted rules for regulating their procedures in order to safeguard their patients and provide for them the most efficient care with the least effort.

These regulations related largely to the common daily routine of personal hygiene, such as making the morning toilet, serving meals, making beds, etc. As the hospital developed the routine was expanded to meet and cover all contingencies. Each hospital adopted and printed its own routine, adding or subtracting to the usual procedures as circumstances and experience dictated. The result has made for an organization that works as smoothly as a production line. When the machinery of hospital routine is thrown out of gear by some unforeseen contingency, the capable executive adjurists or changes the offending gears and the organization is again in motion. That the frequency and character of the incidents affecting hospital routine necessarily affect the efficiency of the organization is obvious and the executive who fails to appreciate its importance and permits frequent interruptions may find himself with a clanking ineffectual machine.

For the individual, routine is even more important. It makes the difference between getting the most out of life and letting life get the most out of the individual. Individual routine is spoken of as habit and habits in personal hygiene, work and play, are usually formed in childhood and youth. If this personal routine, or these habits, are sane and orderly, life is usually a pleasant progress for the individual. If systematic habits are not formed, the disorder resulting is frequently extended to disordered thinking.

To no other individual are orderly habits of thinking and acting so important as to those who suffer from tuberculosis. Even for those who are accustomed to ordered habits, there must be a readjustment in order to live with disease. The sanatorium provides the routine, within which these new habits can be cultivated. New habits of personal hygine—protecting others by careful cleanliness and the cultivation of personal fastidiousness. New habits or rest—afternoon naps and early to bed. New habits of thought—the never hurry, never worry philosophy, might aid a great many people who do not have tuberculosis.

The monotony of routine has irritated and annoyed thousand who did not possess the imagination to make it a servant and not a master. The orderly accomplishment of the day's duties saves hours of time and untold energy. Planning amusements is almost as much fun as participating in them and fitting them to leisure saves energy.

Efficiency experts are paid thousands to eliminate wasted motion in production lines and other industries, the individual can train himself without expense. Man is orderly by nature and the cultivation of orderly habits is not hard, and for the tuberculous is of supreme importance.

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WE MUST NOT FAIL

Some day the war is going to end. Some day millions of Amercan men will come home from across the seas, and again the danger will be faced that the people of a war weary United States will wash their hands of international problems. If they succumb to that danger, they will probably never have another grace period in which to muddle through a "preparedness program" such as they have had in the last two wars.

Now, before the war is over, before the danger of a weary reaction sets in, is the time to help create an effective peace organization and to help lay the groundwork for dissolving archaic trade barriers.

The late Wendell Willkie spoke from the heart when he said: "I was a soldier in the last war, and after that war was over I saw our bright dreams disappear, our stirring slogans become the jests of the cynical, and all because the fighting peoples did not arrive at any common postwar purposes while they fought. It must be our resolve to see that this does not happen again.

"While they fight, the people of the world must come to a common understanding of what they fight for and what they hope for. Millions have already died in this war and many thousands more will go before it is over. Unless Britons and Canadians, and Russians and Chinese and Americans and all our fighting Allies, in the common cooperation of war, find the instrumentalities and the methods of co-operative effort after the war, we the people, have failed our time and our generation."

—Morganton News-Herald.

CHARACTER BUILDING ORGANIZATIONS

(Friends of The Public Schools)

The two best known character building organizations outside the home are the Girl Scouts and the Boy Scouts. Their set-up is most excellent. Unfortunately for both, there are not enough skilled voluntary workers to increase their membership anywhere to even approach what it should be.

In the last year a number of high schools of their own volition have developed their own creeds or codes of behavior. We have before us the code prepared by the New York City group, including 83 Junior High schools. Their code is as follows,—

"1. I will never, knowingly, by word or deed, injure anyone's person, feelings or property in any manner.

"2. I will always respect the religious beliefs of others as I will respect my own.

"3. I will show courtesy to other people at all times, particularly to my elders.

"4. I will abide by the laws and regulations of my school and community.

"5. I will be honest with myself and others and I will practice cleanliness of mind and body at all times."

Woodrow Wilson, (D. C.,) High School's Creed is worthy of study. We list the following items in the creed,—

"1. I will strive every day with all of my energy to develop and improve my body and mind.

"2. I will enter into sports with the spirit of the true sportsman. I will not sacrifice honor or principle, just to win.

"3. I will join the school organizations to learn, to develop a hobby, and especially to learn how to get along with others.

"4. I will establish amiable relations with students, teachers, and others.

"5. I will remember the teachers and school officers are not policemen directing traffic, bosses, or dictators, but are teaching me the skills I will need to make and live a successful life.

"6. I will remember not to have a 'chip on my shoulder' if I should make a poor grade or make some other mistake. I will discipline myself so I can 'take it' like a soldier.

"7. I will have only honorable dealings with my fellow students, teachers, and family.

"8. I will hear all sides of a question before forming an opinion. I will avoid arguing on political, religious, or controversial subjects.

"9. I know that real 'every-day' happiness comes from within me and not from any gadget attached to me externally.

"10. I will keep well-read so I will be well-informed because being well-informed is necessary today, in any successful endeavor.

"11. I will be conscious of pressure-groups, propa-ganda-projects, and political coups.

"12. I will exercise diligent control over cigaretts, 'cokes,' strong drinks, and late hours so I will not become a slave to these or other bad habits.

"13. I will keep my muscles hard,

my eye clear, my step firm, my head up, my body erect, for this will give me poise and self-confidence."

We Give Also The Motto, Slogan, Promise And Laws Of The Girl Scouts.

The Boy Scout law are like unto them but more briefly expressed.

"MOTTO—'BE PREPARED'
"SLOGAN—'Do a Good Turn Daily' "

"GIRL SCOUT PROMISE"

"On My Honor, I will Try:
To do my duty to God and my Country.
To help other people at all times.
To obey the Girl Scout Laws."

"GIRL SCOUT LAWS"

"I A Girl Scout's Honor is to be Trusted
II A Girl Scout is Loyal
III A Girl Scout's Duty is to be Useful and to Help Others
IV A Girl Scout is a Friend to All and a Sister to every other Girl Scout
V A Girl Scout is Courteous
VI A Girl Scout is a Friend to Animals
VII A Girl Scout obeys Orders
VIII A Girl Scout is Cheerful
IX A Girl Scout is Thrifty
X A Girl Scout is Clean in Thought, Word and Deed"

The Girl and Boy Scout's code of behavior comes to them much earlier than these high school creeds. Any who have lived with a Girl or Boy Scout know definitely what a fine influence for good in daily life these laws, the Promise and Slogan, are. A "Good Turn Daily" helps tremendously to bring cheer into their homes.

Code of the Boys' Clubs

In addition to these, the Boys' Club has a code—this Club is supported as a charity and is for underprivileged boys. There are a quarter of a million enrolled, but unfortunately we have no Girls' Club to match it. The pledge of the Boys' Club reads,—

"I want to do all that I can to help win the war against the enemies of the United States, and I want to prepare myself for service to my country. Therefore, I pledge and promise that I will guard my health and develop my body. I will learn with mind and hands. I will be honest and mindful of the rights of others. I will be obedient to my parents and all those in authority. I will be reverent and faithful to my religion. I will give service. I will be loyal to the United States of America. For us here today, and for those now serving our country, I take this pledge."

Thus we have some 3 million boys and girls taking these oaths and promises voluntarily and keeping them. The pity of it is that the rest of the 30 million have not this opportunity. These vows cannot fail to have the greatest influence for good on the lives and characters of our youth. No Juvenile Court Fodder These!

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During a very busy life I have often been asked, "How did you manage to do it all?" The answer is very simple: it is because I did everything promptly.—Sir Richard Tangye.

RECOMMENDATIONS FOR IMPROVEMENT

(N. C. Public School Bulletin)

In his report to the General Assembly, State Superintendent Clyde A. Erwin has made nine recommendations as to the improvement of the public schools in which he states the need is the greatest at the present. These recommendations are as follows

1. Teachers' salary Increase. On this point Superintendent Erwin gives reasons for the need of higher salaries, and recommends a salary schedule ranging from $125 to $175 per month for teachers holding Class A certificates with similar increases for teachers in other classifications.

2. Compulsory Attendance. The upper age limit of compulsory attendance should be raised to 16 years, Superintendent Erwin states, and suitable enforcement machinery should be enacted providing for the employment of attendance officers throughout the State. Georgia and North Carolina rank at the bottom of the list in having the lowest compulsory age limit.

3. Supervision of Instruction. On this point Superintendent Erwin make the suggestion that since the State is committed to the support of a nine-months school term, that the State should round out the organization of the instructional program by providing for the employment of supervisors from State funds in order that the total funds appropriated will yield the greatest possible returns in the form of better instructional service and a better educated citizenship.

4. Special Education. Under this topic Superintendent Erwin requests the addition of $5,700 to the department's operation budget in order to pay the salary and expense of a worker on the State level, who would work with the physically and mentally handicapped children of the State.

5. Health and Physical Education. In this field there is a need for additional personnel both on the State and the local level, Superintendent Erwin reports. There should be a Statewide program, he says, that will encompass not only instruction but also thorough child examination and followup remedial work.

6. Negro Education. Under this head, Superintendent Erwin calls attention to the study made by a committee from the State Board of Education, which he endorses. He also says in this connection that "the present provision for education for many children of this race are meagre. Better education for Negroes will not only raise the level of the race itself—it will improve the citizenship of the State as a whole."

7. Free Textbooks for Eighth Grade. Now that the reorganization of the schools on a twelve-year basis, eight elementary grades and four high school grades, has been completed, Superintendent Erwin states, the free textbook system should be extended to include the eighth grade.

8. School Law Codification. "There is a definite need for a new codification of the school laws of the State." He recommends that a codification be authorized at this session of the General Assembly to be submitted to

the General Assembly of 1947 for enactment into law.

9. School Plant Facilities. Under this topic, Superintendent Erwin points out that school building has been practically discontinued since the war; therefore plans should be made now for postwar construction of needed buildings, and that some plan of financing such construction be devised. "Facilities for the inauguration, development and expansion in these activities," he said, "will produce immeasurable dividends on the investment for their provision."

———:———

I AM A BOY

I am a boy.

I am the rough link between babyhood and youth; the discord between soprano and bass or tenor.

I am an individualist. I take 60 minutes to pick up a team and play 60 seconds.

I am like a stray pig. I'm either coming out of trouble or getting into it.

I am great on comsumption; my psychological period is the "garbage."

I have my peculiarities. I like water to swim in, but not to bathe in. I like girls, but only to tease them; my favorite pastime is getting someone's "goat," and the most annoying piece of clothing is a necktie.

I want to be a man. I want to be worth something; I have my heroes, and I'll live or die for the best if I find out what it is. I'll be either a Scout or a scoundrel; a Cub or a curse.

I will be either the builder of a new world, or a destroyer of all that is good; I will either give hope or doom to men; I'll live for the best, or I will stoop to the worst.

What I will be depends on some woman and some man; upon my church, my school and my community.

I will be a son of God or a slave.

I am a boy.—Rev. Roy A. Burkhart.

A SECOND AYCOCK

(N. C. School Bulletin)

Now that the Broughton administration has passed into history, it might be well to appraise in so far as public education is concerned. In view of the fact that this four-year period was definitely educational, public education having fared so well during the time, we are going to confer on our esteemed past governor the title of

"A Second Aycock."

No one will deny that in order to make progress it takes leadership. The office of governor is a place of leadership. It will also be admitted that the exercise of leadership in a certain way depends upon the times. And finally, when the office and the times are brought together by a person with foresight and wisdom, great progress may be made. When J. Melville Broughton became governor, the office the times and the man all met to project public education into a position dreamed of by Aycock, Joyner and the other great educational leaders who advocated broader and better educational opportunity for all the children of the State back yonder at the beginning of this century. The "game" started with those leaders but Broughton "carried the ball over" and made "several touchdowns" by his support of the measures that have now become the law and practice of this State.

Among the major accomplishments of the Broughton administration, for which the past governor should be given major credit since he threw the weight of office behind them, are the following:

1. The establishment of the Teachers and State Employees Retirement System.

2. The addition of the 12th year to the instructional program.

3. The addition of the ninth month to the State-supported school term.

4. The equalization of white and Negro teachers' salaries.

5. The State Board of Education Amendment to the Constitution.

6. The greatly increased State appropriation to vocational education—from $350,000 in 1939-40 annually to $919,055 in 1943-44.

7. The substantial increase in State funds for the operation of the schools, other than vocational education, and including funds for the 12th year, the ninth month, and the equalization of teachers' salaries—from $27,000,000 in 1939-40 to $37,712,874 in 1943-44.

Anyone reviewing these major accomplishments, to say nothing of the many minor changes made possible by these and other improvements, can't help but admit that this record surpasses the records of all former administrations in gains made for the education of the boys and girls of the State. True, educational gains were made during other gubernatorial administrations, to mention the free textbook law and the provision of the eight-months school term as two of the more recent additions. The Broughton administration, however, has a larger number of important accomplishments to its credit, and they all come as a result of a desire of the people for better educational opportunity for their children and as a result of the leadership of the form-

er governor and those who worked with him. His administration, therefore, may well be labeled as predominantly educational, and he may be called an "educational governor," a second Aycock, if you will, just as former North Carolina governors have been called "the good roads governor," "the business governor," "the live-at-home governor," etc.

We are all proud of this progress, yet we are not unmindful of the present needs of the schools in order that they may further enlarge and improve the childhood opportunity of the State. We are ready to move forward with new hopes, renewed vigor, and with the faith that all good things come eventually—when the office, the times and the leadership all meet.

———:———

OUR FAMED LIBERTY BELL

Our famed Liberty Bell was cast by Thomas Lester of White Chapel, London, England.

It arrived in Philadelphia in August, 1752.

It was first used in the State House at Philadelphia on August 27, 1752.

It was recast twice by Pass &Stow in Philadelphia during September, 1752.

It was muffled and tolled on October 5, 1765, upon arrival of the SS. "Royal Charlotte," with stamps from England.

It was again muffled and tolled on October 21, following, when the stamp act was put into operation.

It summoned the people to a meeting to prevent the landing of a cargo of tea from the SS. "Polly" on December 27, 1774.

It summoned a meeting of patriots on April 27, 1775, after the Battle of Lexington.

It took its first journey from Philadelphia to Allentown, Pennsylvania, in September, 1775, to escape capture by the British.

It proclaimed the "Birth of a new Nation" on July 8, 1776.

It was returned from Allentown on June 27, 1778.

It announced the surrender of Cornwallis at Yorktown on October 24, 1781.

It proclaimed the treaty of peace on April 16, 1783.

It tolled for the death of George Washington on December 20, 1799.

It was rung on the 50th anniversary of the Declaration of Independence on July 4, 1826.

It cracked in the tolling for the death of John Marshall on July 3, 1835.

STUPIDITY OF THE ATHEIST

(The Masonic News)

When a man declares himself to be an atheist he thereby pleads guilty to gross stupidity.

An atheist is one who denies the existence of a Supreme Being and who has no answer to the riddle of the universe. When he gazes at the stars at night he sees only the various constellations without sensing the actuality of One who designed this stupendous spectacle.

When he sees the sun rise, he is unmoved. Like the dumb animal in the field, he regards it merely as the beginning of another day, and disregards the overwhelming proof that someone with powers so much greater than a poor human can conceive is responsible for the miracle.

He is aware of the turn of the seasons but is unmindful of the precision with which the earth moves in its orbit and revolves upon its axis nor does this prove anything to his unwilling mind.

To be consistant such a one would declare, after a visit to the home and grounds of an absent owner, that there is no owner because he could not see him on the grounds. He might find the house and barns in perfect order, well cared for and reflecting the character of the owner at every turn and not finding the owner at home would declare there is no owner.

We cannot see God. We may even have difficulty in sensing His presence in our own lives, but we see His handiwork all about us. The mystery of life itself, the perpetuation of the animal and the vegetable kingdoms by means and methods that are utterly beyond our comprehension, are miracles that science has tried to explain but without success. They were forced to admit all good things come from God.

Only a very stupid person therefore can say "There is no God."

———:———

FOR A FULL LIFE

Do more than touch—feel;
Do more than look—observe;
Do more than read—absorb;
Do more than think—ponder;
Do more than hear—listen.
Do more than listen—understand;
Do more than talk—say something.

INSTITUTION NOTES

The Training School basketball team played its first game of the season last Saturday, losing to the Hartsell High School team by the score of 27 to 7. Foster, playing for the visitors, took scoring honors, making more than half the points scored by his team, while Chavis was the high scorer for the School boys.

On Monday evening, the Training School lads lost to the Harrisburg High Sshool by the score of 36 to 8. Foster was again high scorer for the visitors, while Godley took the honors for the local team.

With a little more practice and experience, our boys should be able to play a much better game of basketball. This was the first time many of them had ever played the game, and they did very well, considering their inexperience and lack of practice. We are sure they will have better luck in future games.

—:—

Progress reports coming from Kannapolis recently stated that William Griffin, of that city, a former student here, has been in the United States Army for two years, and that he is now serving overseas.

Billy, who is now twenty years old, entered the School, February 2, 1938 and remained here until November 25, 1940, when he was conditionally released to return to his mother in Kannapolis. No progress reports had been received concerning his activities since leaving the School until this one came to the office.

During his stay with us Billy was in Cottage No. 13. He entered the fifth school grade and had been in the seventh about five months at the time of leaving. He worked on the barn force during most of the time spent at the School. His record here was very good.

—:—

In the Charlotte Observer, issue of January 19th, we noticed the name of Sergeant James Carroll Hoyle, of Lenoir, listed among those reported as having been wounded while serving with the United States Army in the European area.

Carroll, as he was known here, entered the School, May 16, 1934, and on July 15, 1938, was conditionally released to return to his home in Lenoir. He was a member of the Cottage No. 9 group and was employed on the outdoor forces and in the laundry. Upon admission, he was placed in the first school grade and had advanced to the seventh when permitted to go home. After returning to Lenoir, Carroll seemed to make pretty good progress, and on December 9, 1939, was issued an honorable discharge from further parole supervision. This was granted because of a recommendation received from the welfare department of that city.

This young man will be twenty-three years old next April. We regret to learn of his misfortune, and trust that he may soon recover and rejoin his outfit at the front. We were pleased to note that he had attained the rank of sergeant, which would indicate that he has been doing very well in service for Uncle Sam.

—:—

Mr. C. B. Barber, our budget officer, reports that he recently received a

letter from David Cunningham, a former student at the School, now serving with the United States Army overseas. It will be recalled by those who were employed here at the time, that David, together with John Koontz, another student, registered with the local Selective Service Board, and both asked for immediate induction. They were inducted in October, 1942, being the first of our boys going into that particular branch of service directly from the institution.

In his recent letter, David did not state where he was located at the time of writing, but it is supposed he is somewhere in Italy. In the casualty list, released by the War Department, September 26, 1944, his name appeared among those who had been wounded in the Mediterranean theatre. In the letter he said nothing about having been wounded. Under the dateline of December 31, 1944, David writes as follows:

"Dear Mr. Barber: How are you by now? Fine, I hope. Well, this leaves me OK at present. I am sorry that I haven't written you in so long, but you know how the Army is—hurry up and wait. I have been overseas for about nine months, and have seen it pretty tough. Please tell all the officers and boys 'hello' for me, and ask them to write to me when they can find time. Tell Mr. Russell that I'd like to be back with him working in the laundry. Mr. Barber, if you can, please send me a package of candy, chewing gum, cookies, or anything, just so that is is something to eat. If you will let me know how much it costs, I will send you the money. Be sure and send it if possible, and I'll appreciate it ever so much. Will close for this time, wishing you the best of luck. As ever your friend, D. C. Cunningham."

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Shortly after the first of the year we received a letter from O. Milton Hunt, Jr., a former member of our printing class, who has been away from the School about twenty and one-half years. Milton, who is now thirty-seven years old, entered the institution, February 6, 1922, coming from his home in Greensboro, and was allowed to return to that city, July 25, 1924. For some time thereafter we heard from him quite frequently, but for the past several years an exchange of Christmas greetings has been the extent of our correspondence. Therefore, it was a pleasant surprise when we received his letter, which reads in part as follows:

"Dear Mr. Godown: Happy New Pear! Through channels of the post office your very much appreciated Christmas card has been forwarded to me from a former address. This Christmas, I was out of the States and did not get the chance to send out any cards. I trust this not will act as a reasonable facsimile. Thought the picture on your card was very good. You've changed a little, but one should change some in twenty years.

" A lot of wings have flown into the 'Blue Horison' in these past years. Am happy to say that I have a lovely little family—an adorable wife and a fine, 14-months old son. Am enclosing a few snap-shots, trusting you will like them.

"This war is a terrible mess. My two brothers are in the Navy. The kid brother is a torpedo machinist in the Pacific theatre; my other brother, Ernest, is a Lt. (jg) USN. He has just been released from the hospital.

We nearly lost him. As for me, I'm a civilian employee of the U. S. Army Air Corps. One of these days, when this is all over, we are coming to North Carolina for a visit, and I assure you that we shall drop by and see you.

"Do let me hear from you some time, and give my kindest regards to any of the faculty at the school who remember me. As always, heaps of luck to you. Sincerely yours, Milton Hunt."

—:—

We recently received a nice letter from Marshall H. White, formerly of Cottage No. 13. This young fellow has been in the United States Army for the past three or four years. He visited us last summer, at which time he had just returned from two years' overseas service in South America. Marshall told us then that he expected to be sent overseas again at an early date. His letter, written in France, dated December 13, 1944, reads as follows:

"My dear friends: Just a few lines to say 'hello' to the gang at the school, and to let you all know I am still thinking about you as my very dearest friends, and also to add a word of appreciation to all the folks I knew who are still there. I want to also let you know that I'm thinking of you at this Christmas time. Although the Spirit of Christmas seems not to be present in this part of the world, I know of one place where it will always be, and that is the good old J. T. S. I wish right now to greet my old friends there wishing them a very Merry Christmas and a Happy New Year, and may it soon be that each of us can join again in a reunion when the past years of war may be forgotten, and may peace overtake this whole world in the very near future. Everyone here in the European Theatre is more than anxious for the war to come to an immediate end. Each night we ask God to spare us until the next day, and that the struggle soon reach the 'Finish Line'. I know that every person (man, woman and child) wants it to end soon so that their loved ones may come back to stay forever. That is in my every prayer.

"To all the folks who know me, and to those who don't, I wish to send my very best regards. Especially do I want to greet Mr. and Mrs. Morris, of Cottage No. 13, and to thank them for all they did for me during the four years I was in their cottage. I appreciate all the pains they went through in order to keep all of us 'young men' on the 'right foot'. Let me say again that I appreciate it from the bottom of my heart. Luck to all of you, Sincerely, Marshall H. White."

—:—

Rev. R. C. Whisenhunt, pastor of Trinity Reformed Church, Concord, conducted the service at the Training School last Sunday afternoon. For the Scripture Lesson he read Matthew 16:13-28, and as a text for his message to the boys, he selected part of I Cor. 16:15—"They have addicted themselves unto the ministry of the saints."

The speaker began by stating that he wanted to call the attention of the boys to a few things that would have much to do in shaping their lives, as follows:

1. Church Attendance. To develop the habit of regular church attendance will enable us to live better in many ways. First, it helps us to worship God. We do not go to church simply to sing songs or to hear the preacher, but to worship our Heavenly Father.

In the second place, church attendance helps to inform us how to live. It is our most reliable guide along life's pathway.

2. The Habit of Prayer. The question often arises as to when and where we should pray. We should pray upon arising in the morning—just a short prayer, asking God to guide us through the day. Bishop Hughes, a great Methodist leader, once said that he always made a short prayer when he met a funeral procession, asking God to be with those who mourned the loss of a loved one. Some people have the idea that only weak people need to pray, but we learn from the Bible that Jesus Christ, the strongesa man the world ever knew, prayed to the Father in Heaven more than any other person.

3. The Habit of Doing Something for Somebody Else. No man can ever be selfish enough in life to be remembered very long after his passing. Neither can a person make enough money to be remembered down through the ages. The little things we do for others in the spirit of love are what count most. When we do such things there is joy in our hearts.

In conclusion, Rev. Mr. Whisenhunt asked the boys to try to acquire the habit of regular church attendance. He also urged them to start at once to get the habit of prayer for divine guidance, and to strive to make their lives of service to their fellow men, thus following the example of the Saviour of the World.

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A PRINTER'S PRAYER

To the Great Printer who prints in all the colors of the rainbow and whose type faces are stars and clouds, autumn leaves and sunbeams, snow flakes and flowers, this is my prayer: That I may set up my life to the measure of a man; that I may have the courage, win or lose, to follow the rules of the game; that I may point my life toward the things that count; that I may lock up within my heart idle tales, gossip, and words that hurt; that I may make ready for the opportunities to serve that come my way; that I may register in my memory the splendor of sunsets, the glow of friendships, the thrill of great music and the mental lift of inspiring thoughts; that I may press forward in the spirit of adventure toward new horizons of achievement; that I may work and turn out worthy accomplishments, that the impressions I make on the white pages of time may encourage, cheer, and inspire all those who cross my path; that I may bind together in my own life all those positive qualities that make for happy, creative, triumphant living; and finally, O Master of Printers, help me to avoid the disgrace of making pi of my life and guide me safely around the yawning mouth of the hell box.

—Wilfred A. Peterson.

COTTAGE HONOR ROLL

Week Ending January 21, 1945

RECEIVING COTTAGE

Thomas Brantley
Coy Crabtree
Ralph Cranford
William Hammond
Harry Mathews
David Prevatte
Charles Young

COTTAGE No. 1

(Cottage Closed)

COTTAGE No. 2

John Allen
Robert Buchanan
Charles Byrd
Walter Byrd
Ralph Gibson
Gerald Johnson
Chester Lee
Harold McKinney
John McLean
Knox Norton
Carlton Pate
Hayes Powell
Melvin Radford
Jack Ray
James Sneed
Roy Womack
Clyde Wright

COTTAGE No. 3

William Brooks
Craven Callahan
William Doss
Charles Earp
Earl Green
Robert Helms
Jack Hensley
Robert Lee
Jack Oliver
William Poteat
Donald Redwine
Theodore Young

COTTAGE No. 4

Eugene Hudgins
William Hawks
Roy Miller
Leroy Pate
Garnett Quesinberry
John R. Smith
J. R. Truitt
Edward VanHoy
Robert Walters
Eugene Watts

COTTAGE No. 5

Woodrow Davenport
James Gibson
Lawrence Hopson
McKeever Horne
Lewis Kerns
John Love
Raymond Pruitt
Samuel Price
Robert Woodruff

COTTAGE No. 6

Thomas Childress
Rufus Driggers
Richard Davidson
Vernon Foster
Clyde Hoffman
William Hawkins
George Marr
Stanford McLean
Franklin Robinson
Clay Shew
Charles Sellers
James Swinson
Leroy Wilkins

COTTAGE No. 7

David Brooks
Horace Collins
Herschell Duckworth
Carlos Faircloth
James Knight
Ned Metcalf
Joseph Mitchell
Ray Naylor
Jack Phillips
Claywood Sparrow

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Ray Covington
Liston Grice
Edward Guffey
Charles McClenney
Floyd Puckett

COTTAGE No. 10

(No Honor Roll)

COTTAGE No. 11

Charles Alexander
Robert Gaylor
William Guffey
Edward Hambrick
Fred Holland
Arlon McLean
Marshall Sessoms
Ray Shore

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

William Andrews
David Eaton
Raymond Fillyaw
Charles Shearin
James Southern

COTTAGE No. 14

Charles Blakemore
Lawrence Littlejohn
William Lerschell
Troy Morris
Landon McKenzie
Howard Hall
Bruce Sawyer
Eugene Simmons
James Spence
Milton Talley

COTTAGE No. 15

Frank Bass
George Brown
Harold Bates
Jack Benfield
Harold Coffey
Robert Flinchum
R. V. Hutchinson
William Holder
Kenneth Hankins
David Kinley
Gordon McHan
Robert Myers
William Myers
Clyde Shook

INDIAN COTTAGE

Jack Bailey
Peter Chavis
James Chavis
Frank Chavis
Harold Duckworth
R. C. Hoyle
Marshall Hunt
Lacy Jacobs

INFIRMARY

(No Honor Roll)

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BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of January 28, 1945

Jan. 30—Thurman Daniels, Cottage No. 13, 17th birthday.
Jan. 31.—Eugene Peterson, Cottage No. 9, 12th birthday.
Feb. 1—Kenneth Staley, Cottage No. 15, 14th birthday.
Feb. 1—John Ray Smith, Cottage No. 4, 17th birthday.
Feb. 2—Gerald Johnson, Cottage No. 2, 13th birthday.
Feb. 2—Robert Gaylor, Cottage No. 11, 13th birthday.
Feb. 2—Thomas Barnes, Cottage No. 5, 16th birthday.
Feb. 3—Joseph Robert Hogan, Cottage No. 4, 15th birthday.

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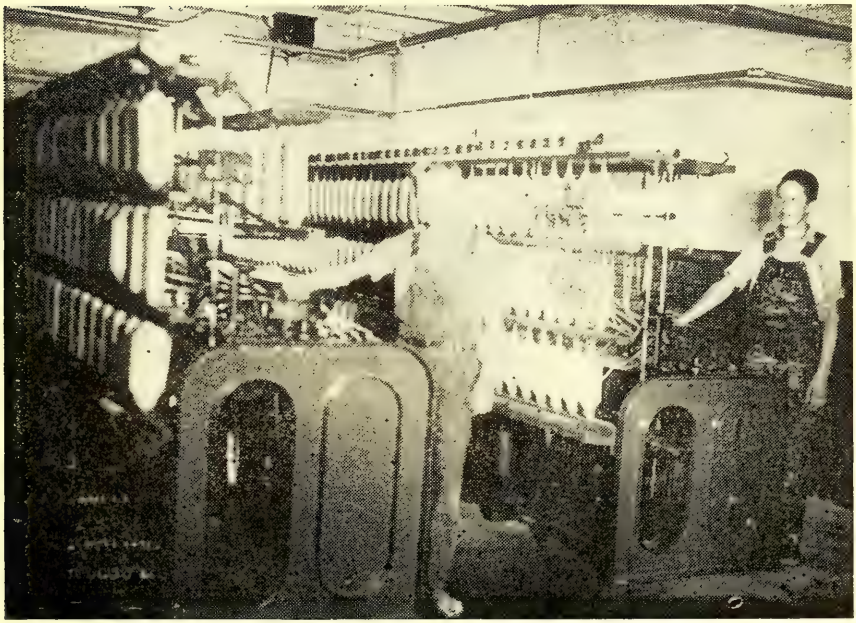
THE UPLIFT

VOL. XXXIII CONCORD N. C., FEBRUARY 3, 1945 No. 5



Two Boys Working at Speeders

Published By
THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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The Uplift

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

HOPE

To be glad for the day as you have it,
Is contentment without an alloy;
To be happy when all things about it
Would your plans and your dreaming destroy;
There's a morrow beyond the night's darkness
With a chance that is perfect and new,
So be happy, though often you doubt it,
Do not fear, for the sun will shine through.

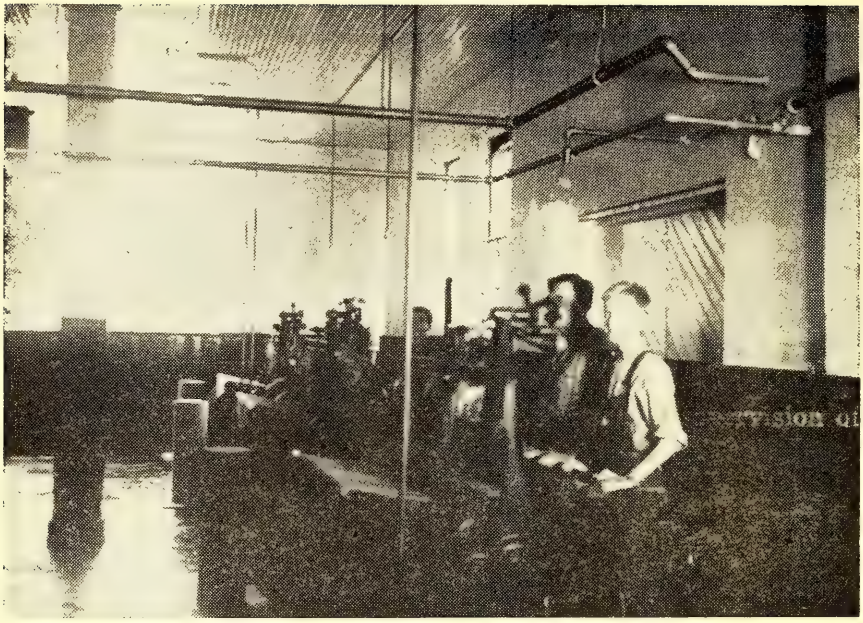
If you stop all your dreaming and planning,
You will find yourself tethered and bound;
Only hopes that soar upward will conquer
All the barriers that round you are found.
For the day as it now is—be happy,
For the morrow must come, and it will,
Giving hope that is new and inspiring,
All your dreaming and plans to fulfill.

—Edith Ivey Danielson.

THE TEXTILE UNIT

The textile department is generally regarded as one of the School's most essential units. It is important because of the practical training provided for the boys and also because of the useful products furnished to the School. The facilities and equipment, while not as modern as they should be, are such as to provide training in all the basic skills of the textile industry.

The primary function of the training in this department is to enable the boys of the department to acquire the essential skills of this trade. The quantity of goods produced, after all, is only a secondary consideration. However, in recent months we have been furnishing both shirting and sheeting to some of the other state institutions as well as for this School, and it seems reasonable to assume



Working in the Weave Room

that in the future the quantity of production will be regarded as of even greater significance.

The textile unit is under the supervision of Mr. T. F. Blume, who by reason of the fact that he has had much practical experience in this industry, knows the work of the department from the beginning to the end. Mr. Blume's expert knowledge enables him to keep the machinery in excellent condition for continuous operation, and it is highly profitable to the boys under his supervision.

In this department there is a picker room, card room, loom room, stock room, and a furnace room. The two major activities consist of spinning and weaving. We are not yet equipped to make warps, but we do spin the yarn for the filling, and do our own weaving. From the point where the raw cotton enters the picker room until it comes out as yarn, it goes through eight different processes, as follows:

1. The raw cotton goes through the picker, where it is torn apart and cleaned of foreign substances.

2. It then goes through a finisher where it is fashioned into a flat sheet, or lap. Then four of these laps are put into one lap, given the proper weight, and placed on a lap pin.

3. It then is taken to the card room where it goes through the carding machines, from which it emerges into a roll called a card sliver; it is condensed from a flat sheet into a small roll.

4. Next it goes through the drawing frame where six different rolls become one, and the product is a drawn sliver.

5. It then goes to the slubber frame for the slubber rolling process, where it is twisted the first time into a thread and drawn out further.

6. Next it goes to the intermediate ply frame where two threals become one.

7. It then goes to the fly frame, or speeder, where two threads again become one.

8. Finally it goes to the spinning frame where two threads again become one, and it is placed on the quills, ready for the shuttles and the looms.

From the beginning to the end this is a drawing or pulling and twisting process. The longer the staple used, the less twisting is required per inch. We use 15-16 to 1 inch staple, and it requires from 6 to 8 bales annually for the filling only.

The School owns and operates four Draper looms for making sheeting, shirting, and mattress covering or ticking. The capacity of each loom is 50 yards of shirting per day and 32 yards of sheeting. The sheeting requires 60 ends per inch of warps and 64 picks in the filling, and is described as 60-64 cloth. The warp has 1960 ends. The shirting requires 66 ends per inch, and 42 picks in the filling, and is known as 66-42 cloth, with 2192 ends per warp. Each loom is equipped with an individual electric motor.

Other equipment consists of scales, 8 loom beams, 20 harnesses, wrenches, screw drivers, hammers, files, and trucks for transporting the quills. Jets provide some humidity from the steam heating system.

Six boys work in the department in the forenoons and six others in the afternoons. Within a period of six months it is possible for a boy to acquire the basic skills of the textile work. However, he may continue his training longer and become more and more profi-

cient in the trade. Speed and quality of work are the two most important factors.

When a boys is released from the School, with a background of training in this department, it is no trouble for him to find employment, provided he has reached the legal employment age. At the time one of these boys is released he is issued a certificate indicating his length of training period and his standard of proficiency.

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GROUP OF BOYS ATTEND CHURCH SERVICE

On Sunday, January 28th, a group of boys from the Training School had the delightful privilege of attending the evening service at the Westford Methodist Church. They had been invited to have a part in the song service. The officials of the School, and the boys, too, appreciated this courtesy from the members of that church. It gave the boys a grand opportunity to attend a religious service on the outside, and we like for them to have the privilege of enjoying such contacts. In the days ahead, when the boys go back to their homes, we want them to go with the right attitude toward church attendance, and we think such a service tends to tie the boys up with the church program.

In all, there were twenty-one boys in the group. When they had dressed for the occasion with their white shirts, neckties, polished shoes, and with their hair well groomed, they were as nice looking a group of boys as one could find anywhere. They all reported that they had a very pleasant trip. Mr. Leon Godown, who leads the singing at the School, accompanied the boys and directed their singing at the church. Along with him also was Mrs. Frank Liske, who played the piano for them. The School is greatly indebted to these two workers who made this occasion possible. An invitation was extended to the boys to visit the church again at an early date.

Among the songs that the boys sang were the following: "The Church By The Side Of The Road," "There Is Power In The Blood," "An Evening Prayer" (the theme song of Edwin McHugh, the gospel singer.)

The boys who went on this trip were:

John Allen
Lawrence Allen
Roger Barnes
Thomas Barnes
Jack Benfield
Forrest Cowan
Robert Flinchum
Jack Gentry
Robert Helms
Raymond Hunsucker
Gerald Johnson
J. W. Love
Harold McKinney
Edward Renfro
James Stadler
Kenneth Staley
Bruce Sawyer
Harlan Warren
Jack Williams
Jack Willis
William Whistnant

* * * * * * * *

THE COMPULSORY SCHOOL ATTENDANCE AGE SHOULD BE RAISED, AND THE LAW STRENGTHENED

It is quite encouraging to note that a bill has been introduced in the General Assembly to raise the compulsory school attendance age from 14 to 16. It is greatly hoped that the members of the Legislature will give this bill their full support at this time, because this change has been needed for a good many years.

The officials of training schools who deal with boys of this critical age are perhaps in a better position to realize the need for this than anybody else in the state. It enters into the whole question as to when boys should be released and what is to become of them when they return to their homes. It may be true that in our situation we see the ill effects of the present law in its most extreme inadequacies, but, after all, what happens to our boys is more or less typical of what is happening to many thousands of others.

It has been our observation that we have released from this School some boys who had made splendid records here and they went home at the ages of 14 and 15, but because of parental indifference toward education and their inability to obtain work, they failed to make their adjustments at home. Some of these have had to return to the School, and no doubt many others were on the verge of being returned. It is quite unfortunate that there has been, for a number of years, this gap between the compulsory attendance and child labor laws. Under the present compulsory school act, when children reach

the age of 14 they may drop out of school but cannot get employment in industry until they become 16 years of age. These two years represent in a child's life the most critical of all. Usually this is the age when juvenile delinquency is most rampant.

Again, it is most unfortunate that so many parents are negligent or indifferent concerning the training of their children. They permit them to loiter about on the streets, in the stores, beer "joints" and other unwholesome situations where petty crimes are eventually committed and the foundation for criminal tendencies established. A good many of these boys have little offered to them in their homes, and they tend to become "young street traders."

It would be possible to have a much different viewpoint about releasing a boy who has reached his fourteenth birthday if it could be known that he would either attend school regularly or else would be gainfully employed. It would, indeed, be a very wise and prudent step for this state to enact this proposed legislation. Not only should the age limit be raised, but the enforcement of the law should be greatly strengthened.

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CAPTAIN JOHN D. BOGER MISSING IN ACTION

Information has been received by Mr. and Mrs. C. E. Boger that their son, Captain John D. Boger, has been missing in action since January 6th. Captain Boger's many friends here at the School and throughout the state have been distressed by this news, but all are very hopeful that later news will be good news. All of his friends extend to Mr. and Mrs. Boger both their sympathy and their hopeful encouragement.

After graduating from Concord High School, John enrolled as a student in textile at State College, and was graduated from that institution, June, 1941. Immediately after graduation he entered the military service. His first assignment was in the Quartermaster Corps at Philadelphia, where he remained for a period of 11 months. Following this, he was transferred to San Antonio, Texas, where he was enrolled in the air corps. After a period of training he received his wings. Because of his excellent record he was assigned as an instructor in the air corps and was situated at San Marcos for a period

of two years. During this time he had a great ambition to be assigned for additional training as a pilot of the B-24 Liberator plane, and took his training at Fort Worth, Texas, for a period of about ten weeks. Then he was assigned to the Classification Center at Greensboro, N. C., where he was given an overseas assignment. He left Miami, Florida the latter part of December. He wrote his parents that he was over the Holy Land on Christmas Day. Evidently, he arrived in India the early part of January. It is supposed that he was on his first trip transporting supplies from India across to Chungking, China. According to last letters, Captain Boger was in the very best of health, was happy in his assignment, and was comfortably situated.

The prospects of his safe return are good, and we shall all continue to hope for the best.

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SERGEANT JAMES L. QUERY MISSING IN ACTION

News has been received that James Lardner Query, who was formerly an officer at the Training School, is missing in action. According to last information, he was in the combat zone in Belgium, and has been missing since about the middle of December, at which time the German army made its advances in that area.

Mr. Query came to the Training School August 22, 1934. He had graduated from the Harrisburg High School in 1933. Here at the School he worked as a farm helper and cottage officer. When the Indian cottage was opened on January 3, 1938 he was assigned to that cottage, and served there until March 17, 1942, at which time he was inducted into the United States army.

Sergeant Query was in the Airborne Medical Division, received training at Camp Claiborne and other camps, and finally at Fort Bragg, N. C. He went overseas to England in 1943. He took part in D-Day invasion, and saw service in France and Holland.

Mr. Query is the son of Mr. and Mrs. James E. Query of this county. He has the reputation of being one of the finest young men in the county. He was born May 12, 1912. His many friends here and ing, but we are hopeful that more favorable information will be received later.

LOCAL HAPPENINGS

Reported By Boys of the School Department

B. T. U. Junior Group I

By James Sneed, 2nd Grade

On Sunday afternoon, January 28, 1945 our group met with Mr. Beck as our leader. Mr. Snyder was absent again on account of his little boy's sickness. We had a good program. Mr. Hines called the roll first, and everybody was present. Mr. Beck led us in prayer. William Guffey gave the first part which was "When all Baptists of the United States Worked Together". Edward Guffey had the second part, "Why the Southern Baptist Convention was Organized". Chester Lee had part three, "The Organization and Purpose of the Southern Baptist Convention". Jimmy Snead had part four. It was "The First Year of the Southern Baptist Convention." Bobby Peavy had part five, "The Task and the Workers." We were glad that Mr. Beck had our program.

B. T. U. Junior Group II

By Theodore Young, 5th Grade

On Sunday afternoon our group met with Mr. Isenhour in charge of the meeting. George Guyton was the program leader. First we had a song, "Jesus Saves". Several boys led us in sentence prayers. The boys who led the prayers were Earl Gilmore, J. C. Cayton, Harry Thompson and others. Then Mr. Isenhour closed the prayer. All of these prayers were very good ones. Then we sang another song, "Revive Us Again". After that we went into a discussion of our Bible readings. These were answered by different boys. The program came next. The first part was "When All the Baptists of the United States Worked Together." It was read by Brice Thomas. The second part was by Thomas Sessions. It was "Why the Southern Baptist Convention Was Organized". He read it very well. For the third part, "The Organization and Purpose of the Southern Baptist Convention". We had a talk by Ralph Gibson. He told it very well. Vernon Foster gave the next part, "The First Year of the Southern Baptist Convention". Billy Brooks told the fifth part, "The Task and the Workers". He told it in his own words. The boys from Cottage No. 13 visited our group, and they seemed to enjoy the program.

B. T. U. Meeting—Intermediate Group

By Jack Willis, 8th Grade

First the entire group sang "Revive Us Again". Next Gerald Johnson read a portion from the Bible. He read Ecclesiastes Chapter 3. Mr. Hines made us a talk about choosing the better way of life. Mr. Iley gave a talk about the importance of Christian ministry. Then we had some more reading from the Bible.. The 23rd Chapter of Proverbs was read. Willie Myers and Charles Shore had the first discussion in the program. They discussed "Church Life in 1845". We then had a discussion about the Baptist colleges in North Carolina. We are going to find out by next Sunday all that we can about them. Hilton Reid had the second part, "Events

Leading up to the Convention". Jack Benfield had the third part. His part was "Augusta, Georgia, May, 1845". Harold Duckworth had the fourth part, "Back to the Churches". The entire group sang a song, "Glory to His Name". After that Gerald Johnson dismissed us with prayer.

Boys Sing At Westford Methodist Church

By John Allen, 8th Grade

Last Sunday night, a group of boys from the Training School went to the Westford Methodist Church, near Concord, where they enjoyed a program of songs by different groups and individuals.

The service started at seven o'clock and continued for about two hours. It was a special musical program, with members of various organizations taking part as follows: The Westford Choir, a Children's Choir, The Pentecostal Trio, The Westford Male Quartet, The Johnson Family, of Charlotte, twenty-one boys from Jackson Training School, and little Miss Catherine Yarbrough, a three-year-old youngster, whose two numbers delighted the audience.

There were many hymns and spirituals rendered by numerous people who were there to participate in the program.

The church was filled, and many people were standing in aisles and at the rear entrances. In addition to the special numbers, the entire audience joined in singing several old hymns. At the close of the program, the Doxology was sung, and we were dismissed with prayer by one of the visiting ministers.

The Training School boys who attended this service were John Allen, Gerald Johnson, Harold McKinney, James Stadler and Harlan Warren. of Cottage No. 2; Robert Helms, of Cottage No. 3; Thomas Barnes and J. W. Love, of Cottage No. 5; Edward Renfro, of Cottage No. 9; Roger Barnes, Forest Cowan and Jack Williams, of Cottage No. 10; Jack Gentry and Raymond Hunsucker, of Cottage No. 11; William Whistnant, of Cottage No. 13; Bruce Sawyer, of Cottage No. 14; Jack Benfield, Robert Flinchum, Kenneth Staley and Jack Willis, of Cottage No. 15; Lawrence Allen, of the Receiving Cottage.

All of the boys enjoyed the program very much, and we hope to attend services at this church again very soon.

Party Given by One of the Boys

By William Poteat, 8th Grade

Last Sunday afternoon, Jack Oliver, of Cottage No. 3, gave a party for ten of the boys of that cottage. The party was held behind Cottage No. 3. The refreshments consisted of two kinds of cake, candy bars, peanuts, chewing gum, and lemonade. The lemonade was made by Mrs. Sappenfield, matron in charge of the cottage.

In addition to the host, Jack Oliver, the following boys were present: Craven Callahan, Paul Wolfe, Robert Lee, Robert Helms, William Brooks, William Poteat and James Graham.

We had a most delightful time, and I wish to take this opportunity to express our appreciation to Jack for making this nice treat possible.

Our School Band

By William Poteat, 8th Grade

Our school band, under the direction

of Mr. W. H. Wilson and his young assistant, Robert Wilhelm, is making progress now, and we are playing marches. If things continue to go well, we will play with Mr. Wilson's second band at a basketball game in Concord.

Within the near future, we are going to play for the boys on the stage, and the band from Concord will play at the same time. We are all looking forword to the occasion with much anticipation.

The members of our band are: Theodore Young, Troy Morris, Gerald Johnson, William Poteat, William Whistnant, Earl Hoyle, Charles McClenney, Robert Blackwelder, Donald Redwine, Barney Mills and Jack Gentry.

Barbering

By Charles Blakemore, 8th Grade

The barber shop boys have been busy cutting hair for the past few days. Mr. Adams, who is in charge of this work, cuts the hair and the boys trim them up. They have done a good job. The boys always look forward to hair-cutting time.

Good Health Record

By Harlan Warren, 8th Grade

The boys at the Training School have a very good health record. They have all kinds of fruits and vegetables. They learn to eat properly and to know what kind of foods to eat that are healthy for them. We have very few boys in the infirmary. We get plenty of milk from the Training School dairy. We have approximately seventy cows. The ventilation in all the bed rooms is excellent, due to the fact that each bed room has ten large windows.

Our Book Club

By John Allen, 8th Grade

The boys of the eighth grade have access to many good books which we study with much enthusiam. We have a library at the Training School where we get many of our books, and we also get books from the "Bookmobile" from the Concord Public Library.

Very recently there was an article in "The Uplift" about a book that we had received for our book club. Since the article was published we have finished with the book, and have presented it to the Training School Library.

We have been using a book from the "Bookmoblie" in relation with our devotions each morning. This book is entitled "Worship Programs and Stories for Young People," and it contains many useful stories, prayers, readings and other things that can be used in devotions. Some of the stories in this book are: "A Road is Built," "Durer's Praying Hands," "Forty Good Soldiers for Christ," "How Much Land Does a Man Need?", "The Bishop and the Candlestick," "The Great Stone Face," "The St. John's Fund," "The White Fire" and about thirty-four more stories.

We also have many other stories and books to read for amusement and education. We have a small booklet to use for many purposes. The name of the booklet is "Prelude to Prayer."

In our book club we find that it is fun as well as educational to look for, find, and read these books.

Basketball Game

By George Hill, 8th Grade

A basketball game was recently played between Cottages Nos. 2. and

10. The score was 23 to 20 in favor of the second cottage boys. This game was played in the Training School gymnasium. Mr. Tompkinson played for Cottage No. 2 and Mr. Hines played for Cottage No. 10, and Mr. Liske was the referee.

The Cottage No. 2 players were as follows: Carlton Pate, Gerald Johnson, Kermit Wright, Jack Ray and Harlan Warren. The following boys played for Cottage No. 10: Earl Godley, William Burnett, Ray Taylor, Jack Williams and Carlton Morrison.

Basketball

By Leonard Bradley, 8th Grade

Last Saturday afternoon was a very happy occasion for the boys of Cottage No 4 and the Indian Cottage. They had a very nice game of basketball in the gymnasium. The Fourth Cottage boys won by the score of 24 to 18. The players were as follows:

Cottage No. 4—Eugene Hudgins, center; William Hawks and John R. Smith, guards; Eugene Watts and Garnett Quessinberry, forwards. Indian Cottage—Don Ray Hunt, center; Alton Hammond and Frank Chavis, guards; Peter Chavis and Leroy Lowery, forwards.

The Eighth Grade Sections

By James Perkins, 8th Grade

We are beginning to study equations. It is new to some of us, but others had it at home, and it is not very hard for them.

We are changing our grade into two groups, A and B. The A helps the B, but not very much, for all of them are very smart.

Our Library

By Robert Buchanan, 6th Grade

The library is one of the most interesting places at the Training School. It contains more than 2,366 books for amusement reading. It also has a section for magazines. In this collection we have "The National Geographic" and "The Uplift" in bound volumes. We have several sets of dictionaries and encyclopedias for reference work.

It is a very tidy place and is kept clean by four boys. It is the pride of these boys to take very much interest in their work, as they sweep, dust and keep the floor waxed. About twice a year, everything in the library is taken out, and the room is "housecleaned" properly.

We have a good library schedule whereby all grades use the library every other day.

Short Biographies of Famous Men Born in February

By William Poteat, 8th Grade

We are now studying about heroes who were born in February. In this month we find there are five outstanding heroes of American history and literature. They are: George Washington, Thomas A. Edison, Henry Wadsworth Longfellow, Charles A. Lindbergh and Abraham Lincoln.

I will attempt to give a short sketch of these men's lives in biographical form.

George Washington—American soldier, statesman and first President of the United States, was born at Bridges Creek, Va., February 22, 1732 and died at Mount Vernon, Va., December 16, 1799. He was the fifth child of Au-

gustine Washington. He was educated in Virginia and quit school at the age of 16 and began surveying in the charge of Lord Fairfax. In his early life he wanted to go to sea and in all probability would have done so had it not been for his mother. He was commander-in-chief of the American forces during the Revolutionary War. He suffered hardships with his men at Valley Forge. After the war, he settled down to peaceful life at Mount Vernon—or so he thought, but the country's needs were still great, and who was he to shirk a call to duty? After serving two terms as President of the United States, he was offered a third term, but he refused. He died at Mount Vernon, as he had wished to live, "amid the mild concerns of ordinary life." He is called the "Father of his Country."

Thomas Alva Edison, American inventor, was born in Milan, Ohio, February 11, 1847, and died in West Orange, New Jersey, October 10, 1931. He received practically no education, and at the age of twelve became a train boy. While working in this capacity, in 1862, he bought a small hand press and edited, printed and published a small paper of his own, naming it "The Grand Trunk Herald." It had a circulation of about 400.

Edison had about 2,100 patents at the time of his death. Among other things he invented the following: a typewriter, phonograph, valve gear, district telegraph signal box, mimeograph, the electric lamp, electric dynamo, ore separator, electric locomotive, railway signal system, process for making plate glass, a camera which made possible the first motion picture, composition brick, reversible galvanic batteries, compressing dies, photographic film for motion picture camera, apparatus for producing thin sheet metal.

He was twice married—in 1873, to Miss Mary G. Stillwell, by whom he had three children, and in 1886, to Miss Mina Miller, by whom he had six children.

Abraham Lincoln, 16th President of the United States, was born near Hogdenville, Kentucky, February 12, 1809 and died in Washington, D. C., April 15, 1865. He was the first son and second child of Thomas and Nancy Hanks Lincoln. His mother died in October, 1818, and his older sister, only two years older than Abraham, was housekeeper for the Lincolns until Thomas Lincoln married again fourteen months later.

Lincoln received practically no education, but he did manage to go to school about a year and learn to "cipher to the rule of three." He got most of his education reading borrowed book by the light of the open fire every night after a hard day's work at splitting rails, plowing or some other hard manual labor.

He started his political career as a lawyer, and later defeated Douglas in running for President.

Lincoln was President during the Civil War. He was assassinated by John Wilkes Booth at the Ford Theatre, Washington, D. C. (Three Presidents of the United States have been assassinated — Lincoln, Garfield and McKinley.) Booth was later found in hiding and was fatally wounded. The Confederate government was suspected, and later the harsh measures of the reconstruction period were adopted. In the death of Lincoln, both

friend and foe suffered from a common calamity.

Charles A. Lindbergh, American aviator, was born in Detroit, Mich., February 4, 1902. After a short stay in the University of Wisconsin, he learned to fly at a commercial field, and later established his own aerial taxi service. He then joined a circus of barnstorming aviators, between seasons working in a garage to perfect his knowledge of motors.

In 1924, Lindbergh flew to Texas and took the Army air course at the Brooks and Kelly Fields, becoming a second lieutenant, March 15, 1925, also a captain in the Missouri National Guard. In April, 1925, he flew the first air mail plane between St. Louis and Chicago.

Inspired by the announcement of the $25,000 Orteig Prize, for the first nonstop solo flight from New York to Paris, and fortified by the 1,800 flying hours already to his credit, Lindbergh secured a furlough, raised $15,000 among St. Louis capitalists, and purchased the special Ryan monoplane NX-211. He flew it to New York in two flights. The first, from San Diego to St. Louis in fourteen hours, five minutes, was a record for the distance of 1,600 miles.

On May 20-21, 1927, he flew alone from Roosevelt Field, Long Island, N. Y., to Paris, in thirty-three hours, thirty-two minutes, being the first to do so. His plane, "The Spirit of St. Louis," had a wing-spread of forty-six feet, an over-all length of twenty-seven feet; it was powered with a single Wright Whirlwind J-5 air-cooled motor of nine cylinders. His chief directional device was the earth-induction compass, hitherto unproved. Arriving at Le Bourget, the Paris airport, almost exactly on schedule time, Lindbergh was received with acclaim by a large crowd, and from then until his return on the United States cruiser, "Memphis," ten days later, the adulation accorded him was extreme. In Washington, New York, St. Louis and other cities he visited on his nationwide tour under the sponsorship of the Daniel F. Guggenheim Fund for the Promotion of Aeronautics, he was greeted with great enthusiam. Later, he made a good-will flight to Mexico and pioneered mail routes to Latin America.

He married Anne Morrow, May 27, 1929. Their son, Charles A., Jr., was kidnapped and slain, March 1, 1932. In 1935, the Lindberghs took up their residence in England.

Henry Wadsworth Longfellow, famous American poet, was born in Portland, Maine, February 27, 1807, and died in Cambridge, Mass., March 24, 1882. He was the second son of Stephen Longfellow, lawyer and Congressman, and Zilpha, daughter of General Peleg Wadsworth—thus coming from excellent stock on both sides. His disposition was gentle and studious. He stood so well in his class, of which Nathaniel Hawthorne was a member, that the board of trustees of the college sent him to Europe to study. All together he made three trips to Europe.

Some of his best poems are: "The Children's Hour," "Hiawatha," "The Courtship of Miles Standish," "Evangeline," "The Golden Legend" and "The Midnight Ride of Paul Revere."

WITH THE UNITED STATES ARMED FORCES

The following list includes the names, as they have come to this office, of members of the staff, former staff members, and former students of Stonewall Jackson Training School, who are now serving as members of the armed forces of the United States. It will be seen that four employees went into the service directly from the School campus. The others listed have, in some cases, been away from the institution for quite a number of years, joining the fighting forces several years after severing their connection with the School.

In checking over the list of our old boys, we find that practically one hundred per cent voluntarily enlisted in "Uncle Sam's" service, rather than wait to be called by the selective service system. It is also interesting to note that many of these fellows had been in their country's service several years prior to the Japanese attack on Pearl Harbor, December 7, 1941.

If any of our readers know of former Training School boys who are now in any branch of service, and can furnish definite information as to their present location, please notify the editor of THE UPLIFT, P. O. Box 32, Concord, N. C. We shall appreciate your co-operation.

Staff Members

Brausa, Ralph J. (Navy)
(d) Carriker, J. L. (Army)
Liner, James H. (Army)
Patterson, James L. (Army)
(§) Query, James L. (Army)

Former Staff Members

(d) Adams, J. E., Jr. (Navy)
Barrier, Major George L. (Army)
Cleaver, James A. (Navy)
Hollingsworth, Jesse G. (Navy)
Parker, Lt.-Col. Samuel I. (Army)
(d) Poole, William E. (Army)
Watson, Lt. James E. (Navy)
Wingate, Lt. W. J. (Army Air Corps)
Webb, James H. (Navy)

Former Students

Abernethy, Paul (Navy)
Adams, Clyde (Navy)
Adams, Felix (Army)
Alexander, J. Mack (Army)
Alexander, Robert (Army)
Allen, Burl (Navy)
Allen, Julian Herschel (Navy)
Allen, Grady C. (Navy)
Allen, Wayne (Navy)
Allison, John W. (Navy)
Allred, James R. (Army Air Corps)
Almond, Arnold (Army)
Almond, Odell H. (Navy)
Amos, Gerald (Navy)
Andrews, Julian (Marine Corps)
Andrews, Lewis (Marine Corps)
Anderson, Raymond (Army)
Ashley, Arthur (Army)
Ashley, Cecil (Navy)
Atkins, Howard L. (Navy)
Atkins, Richard (Army)
Atkinson, Hiram (Navy)
Atwell, Robert (Navy)
Atwood, Earl (Army)
(d) Atwood, Hollie (Army)

Bailiff, Wilson (Navy)
Baker, John B. (Navy)

Ballew, Edward J. (Navy)
(§) Ballew, William P. (Army)
Barber, Winfred V. (Army)
Bargesser, James (Navy)
Barker, Jewell (Army Air Corps)
Barkley, Joel (Army)
(d) Barnes, Henry D. (Army)
Barnes, Norton (Army)
Barrett, Allen (Army)
Barrier, Carl (Marine Corps)
Barrier, William T. (Navy)
(d) Bass, Homer (Navy)
Batson, Jack (Navy)
Batten, John E. (Navy)
Bishop, Garrett W. (Army Air Corps)
Baynes, Howard (Army Air Corps)
(Previously served an enlistment period in the Army.)
Beach, Ernest L. (Army)
Beaver, Albert (Army)
Beaver, Grover (Navy)
(d) Beaver, Walter (Army)
(d) Bell, James (Navy)
(d) Bell, William C. (Navy)
Bell, William G. (Navy)
Beheler, Reid (Navy)
Benson, John (Navy)
Blackman, William (Army)
(**) Blevins, Walter W (Army)
Bolton, James C. (Army)
Bordeaux, Junior (Army)
Bowman, Charles (Army)
Branch, Glatley (Army)
Branch, Horace (Army)
Brantley, Elmond A. (Marine Corps)
Bray, Relons Odell (Army)
Brewer, Clifford (Army)
Brewer, Ernest (Army)
Briggs, Paul (Marine Corps)
Britt, Jennings (Navy)
Broadwell, William (Navy)
(d) Brogden, Norman (Navy)
Broome, Jack (Army)
Broome, Laney B. (Coast Guard)
Broome, Paul (Marine Corps)
Broome, Shannon (Army Air Corps)
Brothers, William (Naval Air Corps)
Brown Aldene (Army)
Brown, Elbert M. (Navy)
Brown, Harold (Army)
(d) Bunn, Dewey (Navy)
Bunn, Homer (Army)
Burke, Ensign William H. (Navy)
Burkhead, Dermont (Navy)
Burleson, Lacy C. (Navy)
Burrow, John B. (Navy)
Butler, Femmous (Army
Butner, Roy (Marine Corps)
(d) Byers, Eugene (Navy)

Cable, Nathan (Army Air Corps)
Capps, John T. (Army Air Corps)
Carter, Adrian L. (Navy)
Carter, Douglas (Army)
Carter, Fred (Army)
Carver, Gardner (Army)
Causey, Floyd (Army)
(‡) Causey, James D. (Army)
Cecil, Virgil (Army)
Chapman, Charles (Army)
Chapman, Edward (Army)
Chattin, Ben (Army)
Cherry, Herman (Army)
Cherry, William (Navy)
Christine, Joseph (Navy)
Cline, Wade (Army)
Coats, Clinton (Army)
Cobb, Frank E. (Army)
Coffer, Robert (Army)
Coggins, Mack (Navy)
Collins, Glenn L. (Army)
Connell, Harry (Army)
Connell, James (Navy)
Cook, William (Navy)
Cooke, George C. (Army)
Cooper, Lake (Army)
Cooper, Dewell J. (Navy)
Cooper, Walter (Army)
Corn, James (Army)
Corn, William (Army)
Cowan, Henry W. (Army)
Cox, Howard (Navy)
Cox, J. C. (Marine Corps)
Craft, Arthur (Army)
Crawford, Jack (Navy)
(d) Crawford, Louis (Army)
Crawford, Wiley (Army)
Crumpler, John (Marine Corps)
Cunningham, David C. (Army)
Cunningham, Jesse S. (Navy)

Dalton, James (Army)
Daubenmyer, Nelson (Army)
Davis, Duke (Army)
Davis, Hubert (Navy)
Davis, James (Army)
Deal, Paul (Navy)
Deese, Horace R. (Navy)
Detherage, James (Army)
Dodd, Carroll (Army)
Donaldson, Harold (Marine Corps)
Dorsett, Douglas S. (Navy)
Dorsey, W. Wilson (Army)
Downes, George (Army)
Downes, William H. (Army)
Driver, Malcom (Army Air Corps)
Drumm, Glenn (Army)
Dyson, Fred (Navy)

Eaker, Arnold Max (Army)
Earnhardt, Donald P. (Navy)
Edmondson, Arthur (Army)
Edwards, Eugene (Navy)
Elders, James R. (Marine Corps)
Elliott, John (Navy)
Elmore, A. C. (Marine Corps)
Ennis, James C. (Navy)
Ennis, Henry (Marine Corps)
Ennis, Noah (Navy)
Ennis, Samuel (Army)
Estes, William T. (Army)
Eury, James (Army Air Corps)
Evans, John H. (Army)
Evans, Mack (Army)
Everett, Carl (Army)
Everidge, Samuel (Navy)

Fagg, Julius, Jr. (Army)
Faggart, John (Marine Corps)
(Enlisted 1929. Made Warrant Officer by Act of Congress, 1941.)
Fanslar, Hubert J. (Army)
Farthing, Audie (Navy)
Faschnat, Mose (Navy)
Fausnet, Bernard L. (Army)
(‡) Ferris, Russell (Army)
Fisher, Edward (Army)
Fisher, John H. (Army)
Flannery, John (Army)
Fralix, Howard B. (Army)
(d) Freeman, Richard (Army)
French, Ian (Army)
Furches, William (Marine Corps)

Gaddy, William (Navy)
Gaines. Robert (Navy)
Gardner, Horace T. (Army)
Gardner, John (Navy)
Gatlin, Britt C. (Army)
Gautier, Marvin (Army)
Gentry, William (Navy)
Gibson, Merritt (Army)
Glasgow. Mumford (Army)
Glasgow, Norwood (Navy)
Glasgow, Ramsey (Army Air Corps)
(Served in Marine Corps, 1929-1933. Member China Expeditionary Force, '29-'32.)
Glover, Henry (Marine Corps)
Godfrey, Warren (Army)
Godwin, John T. (Navy)
Godwin, Paul D. (Army Air Corps)
Goodman, Albert (Army)
Goodman, George (Army)
(d) Gouge, Jeff (Navy)
Gray, Delma C. (Navy)
Green, Eugene (Army)
Greene, Giles E. (Army)
Greene, Noah J. (Navy)

Gregory, Charles J. (Army)
Gregory, Roy (Army)
Griffin, Charles (Army)
Griffin, James H. (Marine Corps)
Griffin, William (Army)
Grimes, Lawrence E. (Army)
Grooms, J. B. (Army Air Corps)
Guffey, Lawrence (Army)

Hackler, Raymond (Army)
Hall, Brevard A. (Army)
Hall, Frank (Army)
Hall, Joseph (Army)
Hames, Albert (Navy)
Hames, William R. (Army)
Hamilton, Jack (Navy)
Hamilton, Leo (Navy)
Hampton, Robert (Navy)
(*) Haney, Jack (Marine Corps)
Hardin, Wilbur (Navy)
(d) Hare, James M. (Army)
Harper, Robert B. (Army)
Harris, Brown (Navy)
Harris, Edgar (Army)
Harris, Ralph (Navy)
Hawkins, Bruce (Navy)
Hawkins, William T. (Navy)
Head, Elbert (Army)
(d) Heath, Beamon (Navy)
Hefner, Charles (Army)
Hefner, Eugene (Navy)
Hensley, David (Army)
(d) Hensley, Frank C. (Army)
Hensley, J. B. (Navy)
Hendren, Isaac (Navy)
Hendrix, John (Army)
Henry, Charlton (Navy)
Hicks, Garland (Army)
Hicks, Odie (Marine Corps)
Hildreth, John (Army)
Hill, Doyce (Army)
(d) Hill, Urban (Army)
Hill, William (Army)
Hines, Hubert (Marine Corps
(d) Hines, Woodrow (Army)
Hodge, David (Army)
Hodge, Dallas (Army Air Corps)
Hogan, Gilbert (Army)
Hogsed. John R. (Army)
Hoke, Bernice (Navy)
Holland, Burman (Army)
Holland, Donald (Army)
Hollars, Ralph (Army)
Holloway, Hubert (Army)
Holmes, John (Army)
Holt, Archie (Army)
Honeycutt, Richard (Navy)
Hooks, Hubert (Army)

Hornsby, Thomas H. (Navy)
Honeycutt, Nathaniel (Army)
Howard, Jack (Navy)
Hoyle, James C. (Army)
Hudson, Hoyette (Army Air Corps)
Hulan, Norman (Navy)
(Previously served an enlistment period in the Army.)

Ingram, John E. (Navy)
Irby, Earl (Army)
Irwin, Raymond (Army Air Corps)

Jackson, Edgar (Marine Corps)
Jackson, William (Navy)
Jenkins, Fred (Navy)
Johnson, Clawson (Army)
Johnson, Coley (Navy)
Johnson, Edward (Navy)
Johnson, Hugh (Navy)
Jolly, James D. (Navy)
(d) Jones, Mark T. (Navy)
Jones, S. E. (Marine Corps)
Jordan, James E. (Army)
Journigan, Horace (Navy)

Keen, Clinton (Army)
Keith, Monroe (Army)
Keith, Robert (Navy)
Kelly, Grady (Army Air Corps)
Kelly, Jesse (Army)
King, Cleo (Army Air Corps)
King, Frank L. (Army)
King, Jesse (Navy)
King, Marvin (Navy)
King, Thomas (Army Air Corps)
Kinley, Robert (Marine Corps)
Kirksey, Samuel (Navy)
(d) Kivett, Clyde A. (Army)
Kivett, John (Army)
Knight, Thomas (Army Air Corps)
Knight, Thurman (Army)
Knight, William S. (Army)
Koontz, J. Milton (Army)
Kye, George (Army)
Kye, James (Army)

(‡) Lamar, A. C., Jr. (Army)
Land, Reuben (Army)
Land, Wilfred (Marine Corps)
Landrum, Luther H. (Army)
Lane, Floyd C. (Marine Air Corps)
Lane, James E. (Navy)
Langford, Olin (Army)
Langley, William (Army)
Laramore, Ray (Army)
Lawrence, Robert (Marine Corps)
Leagon, Harry (Army)
Ledford, Harvey L. (Army)
Ledford, James (Marine Corps)

(*) Lemly, Jack (Army)
Lee, Valton (Army)
Lett, Frank (Army)
Lewallan, Paul R. (Army)
Link, Bruce (Navy)
Long, Loyce (Army)
Long, Stacey L. (Army)

Mabe, McCree (Army)
Martin, Willie H. (Army Air Corps)
Mathis, D. B. (Jack) (Marine Corps)
(*) Matthews, Douglas (Army)
Matthews, Harley P (Navy)
Maddox, Walter A. (Army)
May, Fred (Navy)
May, George O. (Army)
Mayberry, Douglas J. (Army)
Medlin, Clarence (Army)
Medlin, Ervin J. (Army)
Medlin, Wade (Navy)
(‡) Medlin, Wilson (Army)
Merritt, Edgar (Army)
(Previously served an enlistment period in the Army.)
Merritt, Julian (Army)
Michaels, J. C. (Navy)
Miller, Latha (Navy)
Montford, James B. (Army
Montgomery, Samuel (Navy)
Moose, Claude L. (Marine Corps)
Morris, Everett (Navy)
Morris, Jack (Army)
Morrow, Chas. W. (Army Air Corps)
Morrozoff, Ivan (Army Air Corps)
Morgan, William S. (Navy)
Murphy, Lemuel (Army)
Murphy, Norvelle (Navy)
Murray, Edward J. (Army)
Muse, Robert (Navy)

McBride, Irvin (Army Air Corps)
McBride, J. Lee (Navy)
McCain, Edward G. (Navy)
(d) McCarter, Thomas (Navy)
McColl, Vollie O. (Navy)
McCoy, Hubert (Army)
McDonald, Ralph B. (Navy)
McEntire, Forrest (Marine Corps)
McEntire, John (Navy)
McFee, Donald M. (Army Air Corps)
McGee, Norman (Army)
McHone, Arnold (Navy)
McKay, John C. (Marine Corps)
McKee, Thomas R. (Army)
(Enlisted 1937)
McNeely, Robert (Army)
(Enlisted 1933)
McNeill, Preston (Army Air Corps)
McPhail, Daniel E. (Navy)

McPherson, Arthur (Navy)
McRorie, J. W. (Navy)

Nelson, Larry (Navy)
(d) New, William (Army)
Newton, Willard M. (Army)

(‡) Odum, David (Army)
Owen, Fred, Jr. (Marine Corps)
(d) Owen, Howard (Army)
Owens, Blake C. (Army)
Owens, Leroy (Army)
Owens, Norman (Army)
Oxendine, Earl (Navy)

Padrick, William (Navy)
Page, James (Army)
Pate, Hansel (Army)
Patterson, James (Navy)
Patterson, Joseph (Navy)
Patton, Richard (Navy)
Payne, Joy (Army)
Peake, Harry (Marine Corps)
Pearson, Flay (Army)
Pennington, Grady (Army)
Pickett, Claudius (Army)
Pittman, Hoyle (Navy)
(d) Pittman, Ted (Marine Corps)
Pittman, Walter (Army)
(**) Plemmons, Hubert (Army)
Pope, H. C. (Army)
Porter, Frank J. (Army)
Potter, Linwood (Army)
(d) Powell, Wilson (Marine Corps)
Presnell, Robert (Army)
Pyatt, Jack (Marine Corps)

Quick, James (Navy)
Quick, Robert (Army)
Quick, Simon (Navy)

Ramsey, Amos (Army)
(Previously served an enlistment period in the Army.)
Ransom, B. T. (Navy)
Rash, Burris (Army)
Reavis, James (Army)
(d) Reep, John (Navy)
Revels, Grover (Navy)
Reynolds, D. C. (Navy)
Riggs, Walter (Navy)
Rivenbark William W. (Army)
(Served in Marine Corps, 1933-1938.)
Rhodes, Paul (Army)
Robbins, John (Navy)
Rogers, Hoyt W. (Army Air Corps)
Roberts, Lonnie (Navy)
Robertson, John C. (Army)
Robinson, Perry (Army Air Corps)
Rochester, Nicholas (Navy)

Rogers, Eulice (Army)
Routh, Walter (Army Air Corps)
Russ, James P. (Army)

Sands, Thomas (Navy)
Scism, Arlee (Navy)
Seibert, Fred (Army)
(*) Sexton, Walter B. (Army)
Seymore, Malcom E. (Navy)
Scott, Archie (Army)
Shannon, William L. (Navy)
Shaver, George H. (Navy)
Shropshire, Hassell (Army)
Sides, George D. (Navy)
Simmons, Horace K. (Navy)
Sistar, Walter B. (Army)
Sloan, Lonnie (Army)
Sluder, Wayne (Army)
Small, Clyde E. (Army)
Smith, Jesse (Navy)
Smith, Julius D. (Navy)
Smith, Oscar (Army)
Smith, Ventry (Navy)
Snider, Samuel (Navy)
Snuggs, Charles L. (Navy)
Spears, James (Navy)
Speer, Carl (Navy)
Springer, Jack (Army)
Stack, Porter (Army)
Stallings, William (Navy)
Stanley, Brown (Coast Artillery)
Stepp, James H. (Navy)
Stines, Loy (Navy)
Strickland, Earthie L. (Army)
Strickland, Robert W. (Army)
Stubbs, Ben (Army)
Sullivan, Richard (Army)
Sutherland, Jack (Navy)
Sutton, J. P. (Army)

Talbert, Morris (Navy)
Talbert, O. D. (Army)
Talbert, Steve (Army)
(x) Taylor, Daniel (Army)
Tessneer, Calvin C. (Navy)
Teeter, Robert E. (Army)
Thomas, Harold (Navy)
Thomas, Richard (Army)
Threatt, Sidi (Army Air Corps)
Tipton, Kenneth (Navy)
Tobar, William (Army)
Troy, Robert (Army)
Tucker, Joseph (Army)
Turner, Lee V. (Navy)
Tyson, William E. (Navy)

Uptegrove, John W. C. (Army)

Waldrop, Ned (Army)
Walker, Glenn (Army)
Walker, Oakley (Army)
Walker, Robert (Army)
Walsh, Harold (Army)
Walters, Melvin (Army)
Ward, Eldridge (Army)
Ward, Hazen (Army)
Ward, Leo (Army Air Corps)
Ward, Robert (Army)
(Enlisted 1928)
Ware, Dewey (Army)
Ware, Torrence (Navy)
Watkins, Floyd A. (Army)
Watkins, Lee (Army)
Watson, Lieut. Lemuel (Army)
Watts, Everett (Navy)
Watts, James (Navy)
Watts, Boyce (Army)
Weaden, Clarence (Army)
Weathers, Alexander, Jr. (Army)
Webb, Charles R. (Army)
Webster, John D. (Army)
(d) Whitaker, John H. (Navy)
(*) Whitaker, William E. (Army)
White, Marshall (Coast Artillery)
Whitener, Richard M. (Army)
Whitley, John P. (Navy)
Whitlock, Winfred (Army)
Whitten, Thomas M. (Army)
Widener, Charles (Navy)
Wilhite, Claude (Army)
Wilhite, George (Army)
Wilhite, James (Army)
Wilhite, Porter (Army)
Williams, Everett L. (Army)
Williams, Louis (Navy)
Williams, Samuel R. (Navy)
Williams, William R. (Navy)
Williamson, Everett (Navy)
(d) Wiles, John D. (Army)
Wiles, Fred (Army)
(Enlisted 1927)
Wilson, John C. (Army)
Wilson, Thomas (Navy)
(*) Wilson, William J. (Army)
Winn, J. Harvard (Navy)
Wood, James L. (Army)
Wood, William T. (Navy)
Wooten, Charles (Navy)
Wrenn, Lloyd (Army)
(‡) Wright, George (Army)

Yarborough, Preston (Army)
York, John R. (Army)
(**) Young, Brooks (Army)
Young, R. L. (Marine Corps)
Young, William F. (Army)
Young, William R. (Army)
Ziegler, Henry F. (Navy)

Former Students in Merchant Marine Service

Hammond, Edward
Hill, Caleb
Hillard, Clyde
Lambert, Jay
Smith, Glenn W.
Stutts, Edward
Williams, Horace

(‡) Prisoner of war.
(§) **Missing in action.**
(*) Killed in action, or died from wounds received in action.
(**) Died while in service.
(x) **Died while being held prisoner.**
(d) **Discharged from active service.**

ELEANOR DARE: MYSTERY MOTHER OF THE NEW WORLD

By Lou Rogers in We The People

Charles Day ends his poem, "The Lost Colony," with these entrancing words:

"Thus the story ends—the story of men and women
Whose voices, even today, rise from Oblivion's sea,
Calling—Calling—out of the silence of centuries,
Out of the vast, unyielding depth of Mystery."

The story stops abruptly. It is the greatest human mystery of the New World. Through more than 350 years people have yearned to know and striven to learn the true ending, but the sand dunes of Roanoke Island shift their silent watch over the soil that yields no clue.

From this company of more than one hundred people, Eleanor White Dare stands supreme, the first English mother to bear a child in the New World. Yet history has left few facts with which to paint a picture of this noble woman. As daughter of John White, Governor of Roanoke, and as wife of Ananias Dare, one of the twelve assistants, she was looked to for guidance and courage amidst the severe hardships and sore trials experienced by the colonists.

Let us go back to her home in England and imagine a scene that might have taken place in her cottage near Newtown.

John White and Ananias Dare sit on a settle before a log fire that flickers in the stone fireplace. Translating from old English, the conversation might have been thus:

"Ananias, why do you sit there so glum? I bring you news that would make many a man's heart swell with pride and you only sit there and stare into the fire. Are you not glad that Sir Walter Raleigh chose you to be one of the twelve assistants on Roanoke?"

"Proud I am to serve Sir Walter Raleigh in the New World, and proud I am to be the son-in-law of Governor John White," and his eyes meet John White's as if they had seen a vision in the fire, "when Eleanor and I asked so eagerly for a place on the ship, little did we know that our first-born might see the light of day on that long voyage across the great Atlantic, or that he might be born even before we establish a home in that wilderness."

John White's eyes search his daughter where she sits spinning by the window.

"So, I am to be a grandfather! A grandchild for the New World! Ah, Eleanor, it will be a hard trip for you," and then he adds sadly, "Perhaps it would be better if Ananias should go on without you. Once the colony is settled, many ships will be going to Roanoke. Most of the men are leaving their wives and children to come at a later date. Perhaps Ananias should do the same."

"No, Father, I can not do that!" She rises and goes over to the settle where she places a hand on the shoulder of each of her men, and continues, "We three have dreamed beautiful dreams of a New World. We have had a vision of things to come, a mighty land

peopled with men and women of our own race. I will not give up that dream nor yet delay it. I will go with you and Ananias. My child shall be born in this new land where there is room and plenty for all, and from this new land shall come a new race from English blood, brave and strong and great. Ananias must go and I will go with him as we had planned."

Eleanor stands silent after this long speech. Her father draws her hand quietly to his lips and kisses it.

"God bless you my children, and may your little one be forever remembered in the New World." Rising from the settle he turns to Ananias, "Good-bye, my Son, when there is further news of the voyage, I will let you know."

Eleanor watches John White as he goes out into the cold February rain and shivers as she closes the door. Perhaps she has a premonition that she is closing the door on civilization.

February drizzled into March and March blew into april and April almost skipped into May, before Ananias and Eleanor could go aboard the "Admiral." At last, it set sail from Portsmouth on April 26, 1587. The ship lay in port at Cowes on the Isle of Wight, for eight days. Then it resumed its voyage to Plymouth where it took on more passengers. They sailed from there on May 8, accompanied by two smaller vessels, a fly-boat and a pinnace.

The passengers going to the New World numbered over a hundred. Among these were seventeen women and nine children who were given passage on the ship. At Portsmouth, a young couple, Dionysius and Marjorie Harvie had come aboard. Eleanor had much in common with this couple. Dionysius was one of the assistants. Marjorie, like herself, was to have troublesome days on the ship, but they comforted each other with their dreams of a new way of life for their unborn children.

For nearly four months their ships rocked upon the rough ocean. Eleanor, as befitted the Governor's daughter and his assistant's wife, comforted and cheered the women and children through those long fearful weeks. Many a tale she told them, related first by those who had already made a voyage to Roanoke.

She told them about Captain Phillip Amidas and Captain Arthur Barlow, the first Englishmen to explore this strange land, and of the two red men, Wanchese and Manteo, whom the explorers had taken to England. She told them of her father's visit to this rich land and the many pictures he drew and painted so that others might know what the land was like. She described to them the lofty red cedars, the mossy cypress, the swaying pines and the spicy sassafras. She described the wild grape vines climbing up into the trees and the lucious grapes on these vines. She described the strange vegetables, corn, potatoes and squash. She described the beautiful birds and the wild beasts that would furnish them warm coats when the winter came. Then she told them of Ralph Lane's company of 108 men sent out to settle the New World; how these men were lonesome without their wives and children and how they needed provisions that must come from England; how Sir Richard Grenville came by before the year was up and carried them back to England. She told them of Ralph Lane's return a short while later and how disappointed he was to find the men gone; how he left fifteen

others with all the provisions he had brought, to hold the land for England. "Yes," she assured them, "We will find log houses and a welcome from white men when we reach Roanoke. A year is a long time and men can build many cabins in that time."

When the passengers left the ship, July 22, 1587, no white men welcomed them and no new cabins awaited them. The cabins were in ruins and the bones of Englishmen bleaced on the shores. Such was the sight that met their sea-weary eyes.

Eleanor Dare was the leading spirit among the settlers. As the men set to work to repair the old cabins and build new ones, Eleanor, by example, encouraged the women to bake and brew and sew and mend.

Trouble arose with the Indians. Only Manteo's tribe was friendly to the newcomers. Then came the day of Manteo's baptism, perhaps the first religious sacrament in the New World. One can believe that Eleanor's sweet voice led in the singing.

Three days later the child of Eleanor White and Ananias Dare was born, the first white child of English parentage in America. How proud they were of the little girl! They named her Virginia, the name of the new land in which she was born, for North Carolina at that time, was included in the territory designated as Virginia.

The colonists found that they did not have the tools they needed nor enough supplies to carry them through until the harvest. Someone must go back to England. All of them agreed that Governor White could do more to obtain the things needed. Reluctantly he consented but he would wait until his granddaughter was christened. This religious ceremony took place a week from the Sunday on which Virginia was born. Then Governor White sailed from England.

We may well believe that Eleanor White Dare did all in her power to keep up the courage of the settlers. From ideas gathered from various sources, one feels that even the assistants looked to her for guidance and courage. No doubt that the women did, especially Marjorie Harvie who was to bear the second English child on American soil.

The summer days stretched into fall and fall into winter. The Indians grew more hostile and the food more scarce. Vainly the colonists stretched their longing eyes across the strand for sight of a returning ship.

The colonists could not know that Governor White had found England at war with Pain, and that Queen Elizabeth was pressing every vessel into the fight.

Had their governor deserted them? It was Eleanor White Dare who must renew their faith and strengthen their hearts; she who must help nurse their sick and bury their dead. They were slowly starving. Must they wait here looking hopelessly for their governor, or must they go with Manteo's tribe and lose forever the small chance of seeing English faces ever again? It was Eleanor who must decide their fate. She looked at their emaciated faces and hopeless eyes. Her father had requested that should they leave, they were to carve the name of the place to which they were going upon a tree; to carve a cross above it if they went in distress.

Finally, the war with Spain won, Queen Elizabeth allowed Governor White to return with provisions for his colony. Where were his people? The

word CROATOAN was carved on a tree where he had left them three years before. No sign of distress was cut above the word. He understood the sign. They had gone to Croatan to live with Manteo—but where was the tribe now? The ship's crew was impatient. It would not give him long to search.

Twenty years later there came a report from John Smith's colony in Jamestown that explorers from his colony had seen four men, two boys and one maid of English origin living among the Indians on Hatteras Island. If this maid was Virginia where was her mother, Eleanor Dare? What had become of the other colonists?

As early as 1670, explorers into the interior of Carolina reported Indians with pale paces, light hair and blue eyes. Some of the men had beards. They spoke partly English and said that some of their ancestors spoke out of a book.

There is even to this day, a tribe of Indians in Robeson County with these same unusual traits. They use many words of Chaucer English and bear names of those early colonists. They are full of folk tales that might lead one to surmise that their ancestors came from Manteo's tribe and John White's colony.

Many legends and poems have sprung up about The Lost Colony of which Eleanor Dare was the leading adult character. One of the greatest dramas in all American history has been written and produced about Eleanor Dare and the other members of The Lost Colony. When the war is over, Paul Green's great drama will be again enacted each summer in the waterside theater at Manteo on Roanoke Island, the original setting of this great mystery. Thousands of visitors from all over this great nation will again come to Manteo and lose the present in the spirit of the past, and will go away mystified, asking, "Why can't the mystery be solved? Did they intermarry with the friendly Indians and initiate the melting pot of America? Were they taken away by the Spanish sailors who sometimes explored the coast? Were they killed by savage Indians before they had time to carve the cross? Must the first American mother of the English race, and all of her brave company, perish in complete darkness?

Only the faint sigh of the sandy shores, the roar of the ceaseless waves, and the whisper of the tall pines, answer back, they will not yield their secret.

It is by believing in, loving and following illimitable ideals that man grows great. They live before us as the image of that under which we are to grow forever.—Stoppord Brooke.

THE CAT STAYED

By Cynthia Hodson in Good Business

Everyone is master of his own fortune. You have what you have because that is as far as your sincere desire has led you. You may have wished for greater achievements, but a sincere desire takes you farther than that. It means that a thing is possible, and that you have within you the will to make it possible. If we stop short of our goal, it is because we no longer desire to go nearer the goal.

Our great industrialists use their ideas. They are put to action. Their earliest ideas were perhaps very simple, but they did the important thing —they acted upon them. The most successful men have followed a certain line of thought. Their most valuable ideas have been those concerned with the needs of others. They put these ideas into action, and we call them great inventors, great politicians, and great manufacturers. Whenever as an individual you begin consciously to practice interest in the needs of others, your own needs will automatically begin to take care of themselves.

A cat story proves this theory. A certain woman found it necessary to dispose of her cat because she was leaving the community. She was concerned about seeing that it found a good home. Her small nephew was sent forth with the cat in his arms, and the idea he carried with was that the poor kitty needed a home. No one was moved to compassion, so he returned sorrowfully with the cat.

The older brother took the cat and strode forth confidently, calling at the nearby grocery where the small boy had received his first refusal. He felt that this fine cat was not an object of pity, but a useful animal. He felt minded the grocer that just a few days before a package had been returned to the store because it had been damaged by mice. It was very apparent that the grocer needed to get rid of the mice because they were costing him plenty of damage to his stock. This cat would soon pay for itself.

The cat stayed, and the boy walked from the grocery store with a dollar in his pocket, not because he sensed the need of a dollar for himself, but because he sensed the grocer's need for a good cat.

When we lose ourselves in service, we unconsciously forget our wants, and they are supplied freely.

BIRTHDAYS

Week of February 4, 1945

Feb. 4—Garnett Quessinberry, Cottage No. 4, 16th birthday.
Feb. 5—Robert Lee Hinson, Cottage No. 13, 14th birthday.
Feb. 7—Raymond Brittian, Cottage No. 13, 16th birthday.
Feb. 8—Floyd Puckett, Cottage No. 9, 16th birthday.
Feb. 9—George Wesley Turner, Cottage No. 4, 14th birthday.
Feb. 10—Clifton Rhodes, Cottage No. 14, 13th birthday.
Feb. 10—Earl Green, Cottage No. 3, 14th birthday.

INSTITUTION NOTES

Norman Brogden, a former student at the School, called on friends here a few days ago. He entered the institution, April 1, 1937, and returned to his home in Durham, when conditionally released, August 31, 1938. During his stay with us he was a member of the Cottage No. 13 group and was employed on the barn force. His record at the School was very good, and it would seem that he kept up the good work after going back home, since the welfare officials of that county recommended that he be granted an honorable discharge from further parole supervision, September 10, 1940.

Norman stated that upon returning to Durham, he secured employment as a truck driver for a large motor transfer company, working in that capacity for about one year. On January 1, 1940, he enlisted in the United States Navy, and received his "boot" training at Norfolk, Virginia. According to his statement he served some time at sea on different naval vessels, among them being: "USS Quincy," a heavy cruiser; "USS Wyoming" and "USS New York," battleships and on the "USS Ranger," an aircraft carrier. He added, incidentally, that three of those vessels had been sunk since the beginning of the war.

In June, 1942, Norman received an honorable medical discharge from further service in the Navy. He then returned to Durham, and obtained employment with the same company for which he worked prior to his enlistment. Norman told us that since January 1, 1944 he had been working for himself, operating a transfer truck which he owns. He also stated that he had been married three years and has a son, fourteen months old.

—:—

Eulice Rogers, a former Training School boy, called at The Uplift office on January 29th. He is now a staff sergeant in the United States Army, and is attached to a special command unit with headquarters at Camp Hann, California. For some time he has been acting as chauffeur for an Army officer who is making a tour of various Army hospitals, especially those to which have been assigned soldiers who have been wounded in action. While passing through Salisbury they experienced some motor trouble, and since this made it necessary for them to remain in that city for a day or two, Eulice said that he could not pass up the opportunity to come down to the School to see his old friends.

This young fellow, now twenty years old, entered the School, November 16, 1938, and was permitted to return to his home in Cherokee County, February 1, 1941. Two weeks later, he went to live with his brother at Penn's Grove, New Jersey. He attended the public schools in that place until January, 1942, completing the eighth grade work. Eulice enlisted in the United States Army, January 31, 1942, and was sent to Fort Dix, New Jersey, for basic training. Soon thereafter he was assigned to a special command unit, and since that time has visited many military posts in practically all sections of the United States.

Upon being admitted to the School, Eulice was placed in Cottage No. 15, and he was employed in the dairy during the entire time spent with us. He

entered the fourth school grade and had been in the sixth grade about four months when conditionally released.

—:—

In The Charlotte Observer, issue of January 24, 1945, there was published a list of North Carolinians who had received wounds while serving in the United States Army in the Asiatic area. Among those listed was the name of Lawrence E. Grimes, a former student at the School.

Lawrence entered this institution September 16, 1927, and remained here until July 10, 1930. He was in Cottage No. 7 and worked in the poultry yards and store room. His record here was very good, and, judging from reports received from time to time after he left, he continued to make good.

We were sorry to learn that this young man, now thirty years old, had been injured in action, and his many friends here have expressed the hope that he may soon recover.

—:—

In a recent issue of The Monroe Journal we noticed a picture of Laney B. Broom, of that city, together with a short write-up of his activities as a member of the United States Coast Guard. This article stated that the picture showed Laney "checking one of the boilers in the engine room of a Coast Guard-manned patrol frigate, upon which he is stationed. Serving in the Pacific, Broom's ship has assisted in ridding the sea lanes of the Jap sub threat, and helped in the convoying of men and supplies to invasion points."

Laney entered the School, May 1, 1941 and remained here until July 17, 1942, at which time he was conditionally released to return to his home in Monroe. He was a member of the group of boys in Cottage No. 7, and for some time served as house boy. During the remainder of his stay with us he was employed on the poultry force. He entered the fifth school grade when admitted to this institution and had been in the seventh grade one month when released. Laney was eighteen years old on the 26th of last October.

—:—

We were delighted to have our old friend, A. C. Sheldon, of Charlotte, with us again at the afternoon service last Sunday. For some time he has been quite ill, following an operation, and his many friends at the School are glad that he is able to be out again. Accompanying Mr. Sheldon, as the guest speaker of the afternoon, was Rev. Paul P. Thrower, pastor of the McGee and Camp Greene Presbyterian Churches, near Charlotte. For the Scripture Lesson he read the First Psalm, after which he had the boys repeat it with him.

The speaker began his remarks by complimenting the boys their reverent attitude, adding that he did not see such reverence in the student body of some schools. He also expressed pleasure in noting how enthusiastically they entered into the group singing.

The First Psalm, said Rev. Mr. Thrower, points out two ways of life —the righteous and the ungodly—and clearly shows us that there are two ways for man to live. He may either live in the light or in darkness, good or bad, high or low, and the Psalmist shows the happiness of the godly person and the unhappiness of those who follow the ungodly ways of life. In the picture of the ways of righteous

living, we are shown two angles, positive and negative, also that there are no detours along the Christian pathway of life.

The speaker then told the boys that when the Psalmist said "Blessed is the man who walketh not in the counsel of the ungodly," he meant this: A godly man will not accept advice coming from wicked people. He will not associate with evil companions. The expression, "nor stand in the way of sinners," means that a godly person will not do anything to keep another from living the right kind of life. We should not do anything to prevent anyone from accepting God.

We learn further from this Psalm, continued Rev. Mr. Thrower, that we should not mingle with those who are scornful — proud people, who think they are the best on earth, and who look disdainfully upon those who are trying to live as God would have them live.

The speaker then said that we should ask ourselves this question: "Where are we walking today?" It should be our purpose in life to walk with those who love the Lord. Happy is the man who lives a godly life, thinks clean thoughts and does acts of righteousness. There is something about a righteous man that appeals to us. We see something in his face that reflects the light of God. It is good to see a shining countenance—one that shows the making of a man.

In conclusion, Rev. Mr. Thrower stated that just as righteousness reflects in men's faces, sin also leaves its mark. We cannot sucessfully hide evil thoughts and acts. He urged the boys to remember at all times that the Christian way of living is an upward way. We must keep climbing if we want to attain the reward God has provided for those who love Him. While it is a hard road to travel, it will eventually lead to the best that is possible for man to attain. On the other hand, the ungodly way of living leads downward, and is an easy road to travel. There is nothing difficult in wrongdoing—man just pursues this road until he sinks so deeply in sin that he is lost. As we go along life's highway, we must remember that by God's help the Christian can make the grade. There is no other course to follow that will lead us to the joys of a future life with our Heavenly Father.

———:———

Take time to live. That is what time is for. Killing time is suicide.
Take time to work. It is the price of success.
Take time to think. It is a source of power.
Take time to play. It is the fountain of wisdom.
Take time to be friendly. It is the road to happiness.
Take time to dream. It is hitching your wagon to a star.
Take time to look around. It is too short a day to be selfish.
Take time to laugh. It is the music of the soul.
Take time to play with children. It is the joy of joys.
Take time to be courteous. It is the mark of a gentleman.

—Santa Fe Magazine.

COTTAGE HONOR ROLL

Week Ending January 28, 1945

RECEIVING COTTAGE
(No Honor Roll)

COTTAGE No. 1
(Cottage Closed)

COTTAGE No. 2
John Allen
Robert Buchanan
Charles Byrd
Walter Byrd
Ralph Gibson
Gerald Johnson
Chester Lee
Harold McKinney
John McLean
James Norton
Carlton Pate
William Phillips
Hayes Powell
Melvin Radford
Van Robinson
James Sneed
Harlan Warren
Roy Womack
Clyde Wright

COTTAGE No. 3
Charles Allen
Craven Callahan
William Brooks
Charles Earp
James Graham
Earl Green
Jack Hensley
James Hensley
Thomas Hyder
Cecil Kinion
Samuel Lynn
A. J. McCraw
Jack Oliver
Robert Peavy
Donald Redwine
William Ussery
Paul Wolfe
Theodore Young

COTTAGE No. 4
Robert Blackwelder
Leonard Bradley
Charles Carter
John Fine
Jack Gray
Eugene Hudgins
Robert Hogan
William Hawks
Roy Miller
John R. Smith
Edward VanHoy

COTTAGE No. 5
Harold Cruse
Woodrow Davenport
James Gibson
McKeever Horne
Lewis Kern
Robert Woodruff
William Wall

COTTAGE No. 9
Thomas Childers
Rufus Driggers
Richard Davidson
Vernon Foster
Keith Futch
Earl Gilmore
George Marr
Stanford McLean
Clay Shew
Leroy Wilkins

COTTAGE No. 7
Robert Bradbury
David Brooks
Horace Collins
Paul Church
William R. Day
Herschall Duckworth
Carlos Faircloth
Ned Metcalf
Eugene Murphy
Ray Naylor
Jack Phillips
Claywood Sporrow

COTTAGE No. 8
(Cottage Closed)

COTTAGE No. 6
Raymond Bullman
Fred Coats
R. C. Combs
Ray Covington
Ray Edwards

Sebarn Garmon
Liston Grice
Edward Guffey
William Harding
Windley Jones
John Linville
James Lowman
Charles McClenney
Barney Mills
Robert Owens
Edwin Peterson
Floyd Puckett
Edward Renfro
Leo Saxon

COTTAGE No. 10

Roger Barnes
William Burnett
Forest Cowan
George Hill
Frank Hensley
William Lane
Leonard McAdams
Carlton Morrison
Alonzo McGhee
Charles Rhodes
Ray Taylor
Thomas Ware
Jack Williams

COTTAGE No. 11

Charles Alexander
Odean Bland
Donald Bowden
George Cox
Robert Gaylor
Jack Gentry
William Guffey
George Guyton
Alvin Hilton
Fred Holland
Raymond Hunsucker
Arlon McLean
James Phillips
Alvin Porter
James Ray
Marshall Sessoms
Maxie Shelly
J. W. Smith

COTTAGE No. 12
(Cottage Closed)

COTTAGE No. 13

William Andrews
Therman Daniels
Charles Shearin
William Whistnant

COTTAGE No. 14

Charles Blakemore
Everett Bowden
William Ferguson
Howard Hall
Lawrence Littlejohn
William Lerschell
Bruce Sawyer
Eugene Simmons
Thomas Styles
Thomas Stallings
Grover Shular
Milton Talley
William Lester

COTTAGE No. 15

Frank Bass
George Brown
Jack Benfield
Harold Coffey
R. V. Hutchinson
William Holder
David Kinley
Jimmie Knight
J. B. Ledford
Gordan McHan
William Myers
Robert Rivenbark
Clyde Shook

INDIAN COTTAGE

Jack Bailey
Peter Chavis
Frank Chavis
Marshall Hunt
Donald Hunt
Leroy Lowery
Carl Lochlear
Clyde Lochlear

INFIRMARY
(No Honor Roll)

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Before you put your tongue in high gear, be sure your brain is turning over.—Exchange.

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THE UPLIFT

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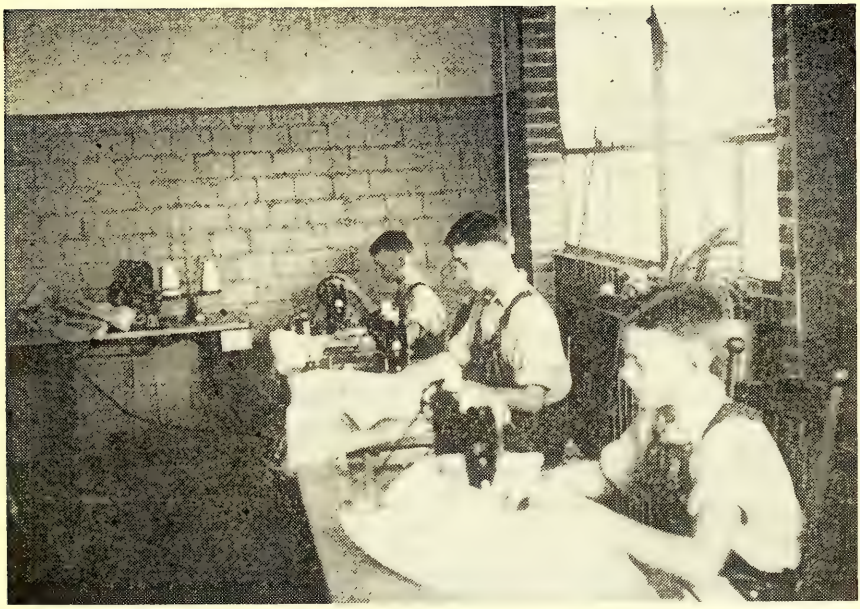

Boys at Work in Sewing Room

(See Page 5)

Published By
THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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The Uplift

A WEEKLY JOURNAL

Published By

The authority of the Stonewall Jackson Manual Training and Industrial School.
Type-setting by the Boys' Printing Class.
Subscription: Two Dollars the Year, in Advance.

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

THE BEST

The best that we have is not what we've got
But that which we give away—
A gift to make easy another's lot—
For it all comes back some day;
The love that we showered to left and right,
The boost that we gave some heart
That wanted the dream and the song and the light,
As it struggled to get a start.

We count our treasures in bank and chest,
The things we have saved—they are there;
But they do not matter, they're not the best—
Our best are the things we share.
Our best is the love that we give to those
Who hunger and suffer and cry—
A song of cheer, a flag or a rose,
As the great procession goes by.

Oh, we know the things we had were fine,
And we gave them away with a will;
Well, don't be worried, and don't repine,
They are ours, we have them still.
For the things we gave away are the things
That profit us most in the end—
A love and a thought and a cheer that rings
Somewhere in the heart of a friend.

—Folger Kinsey

SUMMARY OF AUDIT FOR YEAR ENDING JUNE 30, 1944

The audit, as usual, was prepared by the State Auditor's Bureau of Institutional and Departmental Auditing, Raleigh, N. C.

Capital assets including 984 acres of land, various buildings, equipment, machinery, livestock, etc., totaled the value of the Jackson Training School plant at $1,238,022.84, or approximately one and one-quarter of a million dollars.

The report shows that disbursements for the past fiscal year totaled $139,992.74, and the budget is broken down into seventy-two separate accounts which have to be maintained in accordance with budget regulations pertaining to the Appropriation Act establishing the funds.

The report also covers audit of Boys' Cash Fund which showed total receipts for the year $3,009.29, and disbursements by the boys totaling $2,655.99, with a balance of $793.29.

Statements of Per Capita Cost

Year Ending June 30, 1944

	Maintenance Cost	Average No. Boys	Per Capita Cost
Administration	$ 10,782.35	365	$ 29.54
Instruction	16,075.80		44.04
Custodial Care	48,424.45		132.67
Agricultural	34,363.47		94.15
Maintenance of Plant	9,449.27		25.89
Operation of Plant	11,593.69		31.76
Additions & Betterments	1,314.00		3.60
Employees' War Bonus	7,989.71		21.89
Total	139,992.74		383.54
Total for Year 1942-43	129,425.70	331	391.01
Source:			
From appropriation	136,273.38	97.3%	373.18
Institutional receipts	3,719.36	2.7%	10.36
	139,992.74	100%	383.54
Food cost:			
Food & provisions bought	18,348.52	28.5%	50.27
Farm & dairy products	45,910.80	71.5%	125.78
Total	64,259.32	100%	176.05
Total daily food cost	48 cts		

Statement of Operations—Agricultural Department

Year Ending June 30, 1944

Revenue:		
Total value of products consumed as food		$45,910.80
Total value of products consumed by farm and dairy		35,661.80
Value of work done for other parts of the school		4,512.80
Farm products sold		3,175.00
Total revenue		$89,260.40
Expense:		
Inventory feed and supplies, July 1, 1943	$ 9,995.00	
Feed purchased during the year	11,399.15	
Supplies purchased during the year	5,830.33	
	27,224.48	
Less: Inventory feed and supplies, June 30, 1944	16,104.00	
	11,120.48	
Salaries and wages	12,699.86	
Motor vehicle operation	1,436.32	
Repairs to machinery and equipment	753.52	
Equipment	2,244.29	
Farm and dairy products consumed	35,661.80	
Total Expense		63,916.27
Nominal profit from operations		25,344.13

* * * * * * * *

THE SEWING ROOM

The sewing room at the Jackson Training School is located in the Swink-Benson Trades Building. In comparison with other departments of the School, this does not rank as high as some in scope of activities, equipment and other respects. Yet it occupies an important place in the life of the boys.

This department is under the supervision of Mrs. M. R. Hill, who is an experienced seamstress. She has been connected with the School for only a few months. Working with her in this department are four boys in the morning and four others in the afternoon.

This department occupies two rooms, one of which is used as a storage room for all finished garments and other articles. The other is the work room, and in this room there is the following equipment:

4 electrically-operated sewing machines, 1 foot-pedal machine, 1 button-hole machine, a machine for sewing on buttons, 2 cutting tables, 2 work benches, 12 chairs, 1 storage cabinet, and smaller equipment, such as scissors, needles and thimbles. Along with the work, of course, there is a supply of cloth, patterns and thread.

The two major activities consist of making new garments and articles, and mending worn garments. Among the things made in this department are the following: shirts, pajamas, sheets, towels, pillow cases, aprons, table linen and window curtains. The mending operations cover such things as shirts, overalls, underwear, coats, sweaters and athletic goods.

Included in the skills which a boy acquires in this department should be listed the following: learning to cut by pattern, operating sewing machines, sewing by hand, and operating other machines of this department. A boy also learns to sort out materials and classify finished articles. It is possible for a boy to become fairly proficient in the skills of this department within a period of about six months, but he can become even more skillful if he works in the department for a longer period. A boy learns to make a shirt within 1½ to 2 hours, and about the same for a pair of pajamas.

Within the months of December of last year and January of this year, the department has made approximately 300 pairs of pajamas and 100 shirts. Of course, they have made other things and done considerable mending.

In making a shirt a boy has to learn that there are such parts as the back, front, yoke, sleeves, collars and cuffs. In fact, in the construction process of shirt-making there are about ten procedures, as follows:

1. Hemming the back.
2. Sewing on and stitching the yoke.
3. Hemming the front.
4. Sewing the front onto the yoke.
5. Sewing and stitching in the sleeves.
6. Closing up the sides of the shirt.
7. Attaching the cuffs.
8. Attaching the collar.
9. Working the buttonholes.
10. Sewing on buttons.

Within a brief time a boy in the sewing room learns to do all these different activities. Some boys, because of their aptitude, are more efficient than others. We think that the training received in this

department is valuable to the boys, not that they will find employment in tailoring shops, but it gives them an appreciation of this vocation in life, and in adulthood they can use these skills for practical purposes within their homes.

* * * * * * * *

THE MAGNIFICENT OBSESSION

"The Magnificent Obsession," one of the classic pieces of English literature, is famous primarily because it exemplifies the essence of the spirit of service toward others. Always in our moments of high purposing in life there stirs within our souls the finest sentiments and impulses of Christianity, when self is completely submerged and all selfishness is crucified. These are those glorious moments when love for one's fellowman bursts forth with a lustre and a radiance that transforms personality until it shines as the face of an angel.

In "The Magnificent Obsession," the author, Lloyd C. Douglas, has glorified sacrificial service without hope of reward to its rightful place in human relationships. It is doubtless true, however, that less than one person in twenty-five will ever read this book in its entirety. Below there is given a brief summary of this book, both for those who may never read it and to stimulate others to read it:

The book opens with the story of a famous brain surgeon, who performed operations little short of miraculous. More arresting than his surgical skill was his striking personality. One day he nearly drowned in the swimming pool at his country home. Unwilling to live with a fear, he purchased a pulmotor and became even more reckless in his swimming adventures. An occasion came when his heart failed him again while in the pool, and they took him out unconscious. But the pulmotor had been sent to save the life of a young scapegrace who had come near drowning at a swimming party a few miles distant. Before it could be returned, the great surgeon was dead.

Smitten with remorse, the young scapegrace, who was the heir of a wealthy motor king, decided to reform and attempt in some sense to take the place of the valuable life that had perished to save his. He made good his resolve. Among the effects of the great specialist was a diary in code. With considerable difficulty the code was

deciphered and the diary read. It was a curious tale, and seemed to say that the famous man, instead of being a great genius, was crazy.

Soon after the death of the famous surgeon, letters began to pour in on his family from people he had helped. Many called whom he had cured. There were those to whom he had given money and a new start in life. Some of them wanted to give his family and his hospital large sums of money. They all recited stories which had one thing in common: they said that when they tried to pay the surgeon for his services, he would say: "I have already been paid and it has been used up."

They returned to the baffling diary, and after a closer investigation, this is what they found: The surgeon one day had been sent to an artist who was regarded as a bit queer, but who gave him a leaf torn from a book, and told him to study it and he would find the secret of a great life. The leaf had something on it about entering the closet and shutting the door and praying to the Father in secret. He decided to try out the crazy prescription exactly as the page directed. In doing so, he seemed to come under the spell of a mysterious power which strangely stimulated his mind, until his personality seemed to glow and widen out. He turned to the page again, and found something there about helping people, but not letting his left hand know what his right hand did. This he also tried out. He would help people who came to him in trouble. He would cure them. He would start them afresh in business. Sometimes he let them have large sums of money. The only thing he required was that they tell no one about it.

He declared that as he did this, he discovered the great secret of building up his own personality out of the recovered and rebuilt personalities of those he had helped. The page that had been given him by the artist was not a chapter on how to gain Paradise after death, but the great secret handed down by the world's greatest Personality of how to live spiritually, to grow, to become, to achieve personality. The young scapegrace determined to try it out on himself, and found that it worked. He discovered that the religion of Jesus as given in the sixth chapter of the Gospel according to Matthew, instead of being the ravings of a disordered mind, is a

magnificent obsession, and those who come under its spell taste powers they never dreamed they possessed.

The page from the Bible is there for all who care to read it, and the magnificent obsession for any who are willing to pay the price.

* * * * * * * *

THOMAS ALVA EDISON

The poet, Longfellow, has eloquently written:

> "Lives of great men all remind us
> We can make our lives sublime,
> And, departing, leave behind us,
> Footprints on the sands of time."

Thomas Alva Edison, the greatest inventor of all time, was born on February 11, 1847, in the village of Milan, Ohio. The records say that "from babyhood he was the busiest, happiest, and most interested boy in the village." As to this fact, however, there may be some room for argument. We do know for a certainty, though, that in time he became the world's most gifted and most prolific inventor. The history of his life is a romantic story of great achievements in the realm of science and physics, accomplished because of his seemingly uncanny inventive ingenuity. In life and in death he has deservedly received the acclaim of the world's greatest scholars.

Mr. Edison has been recognized as the master inventor of all times. To him the world's need of a new machine or device was an invincible call to experiment and to achieve. By reason of his intrepid spirit and his indomitable courage he rose from a place of obscurity to the highest pinnacle of fame and glory. Honors came to him until he could "count his medals by the quart," as he once jokingly said.

As a lad Edison dressed shabbily and spent all he earned on books and apparatus. He was considered dumb in school, and his first employers regarded him as an impractical, dreamy youngster. For a period of five years he led a wandering life as a "tramp operator," often out of a job, but working hard on his ideas for inventions. His notion of fun was to be so absorbed that he didn't know if it were day or night. "I owe my success," he often said, "to the fact that I never had a clock in my workroom." He also said, "Genius is two per cent inspiration and 98 per cent perspiration."

Edison spent only a few months in school, but he was always a hard worker, reading and thinking and teaching himself. One secret of his sucess was his unlimited patience and fortitude. Men who worked with him never saw him discouraged. His powerful imagination, his firm optimism, and his complete self-confidence also helped to distinguish him from ordinary men. He simply could not rest until the job which he had started was finished.

The electric light is probably the greatest of his inventions. It is used throughout the United States and in the farthest parts of the world. It is used wherever men go with an automobile or an airplane, and it guides ships on the water or under the sea.

Edison received 1,033 patents in the United States and many others in other countries. No American has influenced our ways of everyday living as much as he. Some of his inventions gave power to our factories, and others made office work easier; others lighted our homes, or aided in giving us musical records and motion pictures.

Edison died on October 31, 1931, at the age of 84. He was buried at Orange, New Jersey on the 52nd anniversary of his invention of the incandescent globe. He has long ago been acclaimed as America's "Wizard of Invention."

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of February 11, 1945

Feb. 12—Harold Duckworth, Indian Cottage, 14th birthday.
Feb. 14—Jack Phillips, Cottage No. 7, 13th birthday.
Feb. 14—Hugh Cornwell, Cottage No. 14, 15th birthday.
Feb. 16—William Harding, Cottage No. 9, 14th birthday.
Feb. 17—Roy Miller, Cottage No. 4, 15th birthday.
Feb. 17—William Ferguson, Cottage No. 14, 17th birthday.
Feb. 17—George Guyton, Cottage No. 11, 15th birthday.

LOCAL HAPPENINGS

Reported By Boys of the School Department

Promotion Day

By William Poteat, 8th Grade

Thursday, February 1st, marked a great day for some of the boys who had been looking forward to it with pleasure. It was "promotion" day and "demotion" day here at the school. We in the eighth grade received five boys from the seventh grade in the morning section and four from the afternoon group. Some of the boys who found seventh grade work too hard for them were placed in a lower and easier group. Much of this moving was due to the results of the standard achievement tests given by Mr. Adams to all the boys at the school.

The names of the boys who came up from the seventh to the eighth grade are as follows: Thomas Stallings, Harvey Squires, Jack Oliver, Charles Brown, Garmon Hubbard, Jack Bailey, Robert Lee, Marshall Sessoms and Jake Young. We also received one new member from the fifth grade (William Whistnant) and one from the sixth (Robert Buchanan).

We wish these boys the best of luck in this new undertaking.

Decorations for February

By William Poteat, 8th Grade

During the month of February, the birthdays of two outstanding heroes of American history are celebrated—George Washington and Abraham Lincoln. Valentine's Day also falls in this month.

The boys in the eighth grade room recently took down the winter scenes and decorations and decorated the room with pictures of Washington and other things associated with this great American, such as, hatchets, cherries, etc., and profiles, pictures, etc. of Lincoln. One board was devoted to Valentine decorations. Hearts, cupids and "Be my Valentine" are much in evidence.

We also have in the back of the room a short saying by Abraham Lincoln, framed by the bill of a sword fish, which reads as follows: "I do the very best I know how, the very best I can and I mean to keep on doing so 'till the end; if the end brings me out all right, what is said against me won't amount to anything."

B. T. U. Group II

By Theodore Young, 5th Grade

First, we had two songs. The names of them were "An Evening Prayer" and "The Church by the Side of the Road." We then had a prayer by Earl Gilmore. After the prayer, we had Bible readings. All of them were very good. Some of them were about the seven years of plenty, etc.

The program was then presented. The first part, by Robert Helms, was entitled "What Four Men Did." The second part, "A Discovery," was presented by Harry Thompson. The third part, by Theodore Young, was entitled "A Hero." The fourth part, "A Constant Source of Power," was given by Earl Green. The last part was presented by Carlton Pate. It was entitled "Things to do with Other Juniors."

Visit From Representatives of the Junior Red Cross

By William Poteat, 8th Grade

The boys at the school were surprised recently when Miss Beasley and Mr. Brown McAllister, of Concord, came over to the Training School to talk to the boys about doing something for the Junior Red Cross.

Miss Beasley showed the boys some of the things they could make, such as ash trays, walking canes, knitting afghans, etc. She further stated that the money for supplies and materials was available through a special fund set aside for that purpose.

Many of the boys are interested, and we are sure they can accomplish much along that particular line of work.

B. T. U. Junior Group I

By James Sneed and Samuel Lynn

The program opened with a song, "When the Saints Go Marching In." Next, the boys tried a new one, entitled "The Church by the Side of the Road." Mr. Snyder, group leader, made a short talk, after which the boys had sentence prayers. These are the boys who participated in the prayers: James Sneed, Samuel Lynn, Clay Shew and William Wilkins.

Next, the boys gave a program. The first part was entitled "What Four Men Did." Clay Shew gave the next part, entitled "A Discovery." "A Hero" was the next part, and it was presented by Jack Hensley. The next part, by William Wilkins, was entitled "A Constant Source of Power." The last part, "The Thing to do With Other Juniors," was presented by Ervin Ewing.

After the assignment of parts for the next meeting, by Mr. Snyder, the meeting closed.

Program at Cottage No. Two

By John Allen, 8th Grade

Last Saturday night, Mr. and Mrs. Hawfield were visitors at Cottage No. 2. There was a program given in their honor, and every boy in the cottage participated. The program began at 7:30 and lasted for more than an hour. There were many songs, speeches and other individual parts on the program.

At the beginning, Mr. Tomkinson, the cottage officer, read the Bible, which was followed by a prayer led by Mr. Hawfield. Mrs. Hawfield then read a story from the "Bible Story Book.'"

The boys sang a song entitled "Give Me Thy Heart," which was followed by two poems, entitled "The Purple Cow" and "The Day Before April," by Knox Norton. The group then sang "Onward Christian Soldiers." Next on the program were two speeches—"The Raggedy Man," by Melvin Radford and "Johnny's Toothbrush," by James Sneed.

Next on the list was another song, "The Church in the Wildwood," sung by the entire group. This song was chosen by request of the boys. Last, but not least, was a selection of songs by groups of boys or as solos by certain ones. Some of those used were: "Love is the Key," by Gerald Johnson, Harlan Warren and Melvin Radford; "In the Garden," by Jack Ray, Kermit Wright and Robert Buchanan; "The American Prayer," by Carlton Pate, Ralph Gibson, Marshall Prestwood and Melvin Radford; "An Evening Prayer," by James Stadler.

Another program is scheduled for next Saturday night, when we will have a visitor from elsewhere. We hope it will be as good as the last one.

"Snow"

By Lawrence Allen, 8th Grade

I had never seen snow until this morning, February 5, 1945, so that date is one that I will always remember. I just love snow. It is so pretty, white and nice. I don't know just how to express myself in any way, but I do like the snow very much. I only wish my two brothers and my mother could be here to see it, too. I'm sure they would enjoy it as much as I do. The reason that I have never seen snow is because I always lived in Gainesville, Florida, before coming to this state, and they never have any snow down there.

Boys Sing and Recite at Concord

By Ray Edwards, 8th Grade

On Monday night, February 5th, twelve boys from Jackson Training School went over to Mr. C. B. Barber's home to sing and recite some poems for the members of the Missionary Band, meeting there. The boys who went were: Thomas Barnes, Jack Benfield, Ray Edwards, Jack Gentry, Gerald Johnson, William Poteat, Melvin Radford, Edward Renfro, Bruce Sawyer, James Stadler, William Whistnant and Robert Flinchum.

To start the program, the group sang three selections, entitled "Swinging on a Star," "Shortenin' Bread" and "Home on the Range." Melvin Radford then recited "The Raggedy Man." Next were two solos by William Poteat. They were "Dance With a Dolly" and "The White Cliffs of Dover." William Poteat and Jack Gentry then presented a "Silverware Symphony." Gerald Johnson then gave a selection entitled "Arathusa's Beau." James Stadler sang two solos, entitled "Oh, What a Beautiful Morning" and "Jeanie with the Light Brown Hair." To conclude the program, the entire group sang "The Church by the Side of the Road" and "An Evening Prayer."

We all had a very nice time.

Basketball

By Eugene Hudgins, 8th Grade

Last Monday night, the boys of Jackson Training School played a game of basketball with the boys of Hartsell Mill. The score was 39 to 20 in favor of the visitors. Coy Crabtree, who is a forward for the School team, scored eighteen of the points made by the local boys and Frank Chavis, another forward, scored the other two. Foster was the high scorer for Hartsell Mill.

We had a good game, and our boys showed much improvement in teamwork.

Basketball Game

By Jack Benfield, 8th Grade

Cottage No. 2 and some of the boys from Cottage No. 15 had an exciting basketball game in the gymnasium last Friday night. The Cottage No. 2 boys won by the score of 21 to 16.

The players for Cottage No. 15 were as follows: J. B. Ledford, Harold Coffey, William Bass, Clarence Myers, Robert Rivenbark, Clyde Shook, Jack Willis, and Mr. Hines. The Cottage No. 2 players were: Harlan Warren, Gerald Johnson, Carlton Pate, Jack

Ray, and Mr. Tomkinson, for the first team. The members of the second team were as follows: James Stadler, Kermit Wright, Marshall Prestwood, John McLean and Mr. Tomkinson.

B. T. U. Intermediate Group

By Jack Willis, 8th Grade

Jack Benfield led us in some songs. They were entitled "The Church by the Side of the Road," "Shall We Gather at the River" and "An Evening Prayer."

Our lesson then followed. Ned Metcalf had the first part, entitled "Finding God in Prayer." Kenneth Staley had the second part, which was entitled "God's Promise Concerning Prayer." The third part, "Requirements of Prayer," was given by Thomas Barnes and Robert Buchanan. Hugh Cornwell had the fourth part. It was entitled "The Effect of Prayer Upon the Pray-er." The fifth part, "How to Pray," was presented by Bruce Sawyer.

Gerald Johnson then gave out the parts for next Sunday's program.

Next, we sang some more songs. They were: "When the Saints Go Marching In" and "There is Power in the Blood." Gerald Johnson read the 34th Psalm; Kenneth Staley read the first five verses of the 21st chapter of Revelation; Ray Edwards read the 25th Psalm.

We then sang another song, entitled "Leaning on the Everlasting Arms." Mr. Hines had all of us to go to the front of the room and sing some more songs. They were: "The Beautiful Garden of Prayer," "The Way of the Cross Leads Home" and "Where the Gates Swing Outward Never."

Saint Valentine

By Jack Oliver, 8th Grade

St. Valentine was a good priest who lived in Rome a great many years ago. His whole life was given to making other people happy. It was his custom to go from house to house feeding the poor, cheering the sad and comforting the sick. He was especially fond of children, who gathered about him wherever he went.

A pretty legend tells us that when he became too old and feeble to make his visits, he was very unhappy until he thought of writing letters. After that, whenever he heard of anyone who was ill or in need or in sorrow, he would send a letter filled with love and cheer.

People began to look forward to those letters and they thought so much of them that after the good priest's death, his many friends said, "Let us honor St. Valentine by sending letters on his birthday to those we love." These letters are called valentines.

St. Valentine's Day

By William Poteat, 8th Grade

St. Valentine is the name given to several saints and martyrs of the Christian Church, of whom the most celebrated are two martyrs whose festivals fall on February 14th. One was a priest at Rome and the other a bishop in Umbria. The most reliable accounts seem to show that both lived in the third century, and both died on the same day. The traditional anniversary of their death, February 14th, has become known as "St. Valentine's Day," and it has long been observed as a lover's festival. This has no connec-

tion with the saints, but the association of the lovers' festival with St. Valentine seems to have arisen from the fact that the festival of the two saints falls toward spring, and is purely accidental.

Several other explanation are given for the familiar custom of sending love tokens, cards of greetings, and the like, to one's favorites, and for the various social activities connected with St. Valentine's Day. Some say that one Saint Valentine was accustomed to go from house to house, leaving food on the doorsteps of the poor; and that the custom of sending valentine greetings, at first anonymously, developed from that fact. Another explanation connects the modern celebration of the day with the survival of the Roman festival, Lupercalia, which occured on February 15th. A festival of a similar nature was observed in Old England and Scotland, and to some extent in other European countries.

Both Chaucer and Shakespeare refer to the observance of the festival on the day in early spring when birds first choose their mates. The custom long prevailed on that day of drawing lots to decide which young men and young women should be each other's "valentine" during the ensuing year. The couples thus drawn exchanged gifts, and in some cases might even be regarded as betrothed. Later the custom of making presents on St. Valentine's Day was confined to men. It has fallen into disuse in Great Britian, but the sending of sentimental valentines and gifts of flowers and candy, on February 14th, is still common in America.

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A MAN AMONG MEN

'Tis not the raps you get in life,
Nor the daily encounters with trial and strife,
But the way you face it and fight it and down it
That makes you a man among men.

'Tis not the luck that comes your way,
Nor th eriches that heap in your coffers each day,
But the good you accomplish for the fellow that's down
That makes you a man among men.

'Tis not the love you gain as you go,
Nor the smiles that greet you from high and low,
But the love and gool cheer that you spread all around
That makes you a man among men.

—Selected

ABRAHAM LINCOLN

By S. G. Hawfield

On Feburary 12, the people of the United States will celebrate the 136th anniversary of the birth of the immortal Abraham Lincoln, the sixteenth president of the United States. Around the name of this giant-like leader there is a radiant halo of glory whose lustre brightens with the years. Long ago those who have studied his life dispassionately have discovered that he truly was the superlative embodiment of life's best virtues. It is evident to one and all that in the course of his lifetime he experienced both the bitterest tragedies of humanity and the grandest events of triumph. And thus now we find ourselves by common agreement placing him upon the highest pedestal reserved for our choicest heroes.

History reveals that the early ancestors of Lincoln migrated from England to America. The first of these, Samuel Lincoln, a weaver, settled in Salem, Massachusetts. His descendents moved first to New Jersey, then to Pennsylvania, then to Virginia, and from there to Kentucky. In what was then Hardin County of Kentucky on Feburary 12, 1809, Abraham Lincoln was born, the son of Thomas and Nancy Lincoln. The boy was named for his grandfather who was slain by the Indians in the year 1788.

Young Abraham's father was an easy-going pioneer whose chief occupation was that of carpenter and cabinet maker. He was a skilled workman, but was somewhat shiftless. From time to time he was "taken with spasms of religion". Hence the lad began life under the most inauspicious circumstances. His first home was a log cabin with a leaky roof, in the midst of a small clearing that barely produced food enough for the family.

Thomas Lincoln later moved with his family to Indiana where they lived in a home of utmost squalor. There were no doors, windows, or floors. For chairs they used three-legged stools. The beds were made of poles stuck between the logs in the corner of the cabin, the opposite side of the beds being supported by crotched sticks driven into the ground. It was here that Nancy Lincoln died in 1818. Thomas Lincoln then migrated back to Kentucky where he met and married Sarah Bush Johnson, a widow with three children.

Fortunately for Abraham his own mother could read and write, and she planted in his soul a passion to learn all that he could. Later on his stepmother was just as jealous for his education. Yet Lincoln's formal schooling was of the slightest; he once estimated that his entire schooling put together would make about one year.

After he left school, young Lincoln borrowed books and read them before the open fireplace or by the feeble glow of a candle. Among the books which he read over and over were the Bible, Aesop's Fables, Robinson Crusoe, Pilgrim's Progress, and Weem's "Life of George Washington". When he read until the fire was too low to give enough light or until his candle had flickered out, the boy placed his

book in a crack between the logs of the cabin. Then he climbed the pegs used for a ladder to the attic where he slept. Until he was a tall, awkard lad of nineteen, Lincoln knew only the ways of the crudest pioneer settlement.

In 1831 young Lincoln received his first chance in life. He and two of his companions built a boat with which they carried provisions and merchandise down the Mississippi River to New Orleans. Together they made three such trips and it was on these trips that he had his first opportunity to observe slavery. It was said that he once remarked to a friend, after he watched a slave sale in New Orleans, "If I ever get a chance to hit that thing (slavery) I'll hit it hard."

As a young man, Lincoln drifted from one occupation to another. He took part in a war against the Indians. Later he opened a store with another man, but the business failed. He became postmaster in the small town of New Salem, Illinois, and followed this by surveying. He entered politics and was elected to the state legislature in 1834. He then began the study of law and was admitted to the bar in 1837. He hung out his shingle in Springfield, Ill., where he soon built up a good practice. His ability to think clearly and to express himself forcefully and simply was especially valuable. He frequently dropped cases after he found that they could be won only on a technicality.

In May 1860, the Republican Convention which met in Chicago, nominated Lincoln for president on the third ballot. In the fall elections he was elected over three opponents, even though his vote was nearly a million short of a majority. He did not receive an electoral vote from any slave state.

Lincoln regarded it as his supreme duty to preserve the Union. On February 24, 1861 he was inaugurated as president of the United States amid threats and fears. On the following day it was learned that Fort Sumter had been fired upon. He had became the nation's leader at a trying time. In vain he tried to get the Confederate States to return to the Union without bloodshed, but they refused. The Civil War was on.

At the close of two years of the war, Lincoln issued a statement saying that all slave were free in the states which had withdrawn from the Union. This was known as the Emancipation Proclamation, but it was ignored in the slaves states of the South.

The war ended in the spring of 1865 and the slaves were freed. But before Lincoln could begin the work of repairing the damage caused by the struggle, he was shot and killed by an insane actor.

Prior to this he had said, "Let us bind up a nations wounds."

In conclusion we present Cardinal Newman's tribute to Lincoln:

"There is no name more deserving of imperishable fame than that of Abraham Lincoln. He is embalmed in song, recorded in history, eulogized in panegyric, cast in bronze, sculptured in marble, painted on canvas, enshrined in the hearts of his countrymen, and lives in the memories of mankind. Some men are brilliant in their times, but their names fade from memory of the world. Some are not honored by their contemp-

oraries, but in subsequent ages their memories are recalled with gratitude. But here is one who was more honored than any other man while living, more revered when dying, and destined to be loved to the last syllable of recorded time. He has this threefold greatness: Great in life, great in death, great in the history of the world. He was the staunchest patriot, the greatest statesman, the truest friend, the kindest father, the purest husband and the noblest citizen. In nothing are the sagacity and might of Lincoln's statesmanship more apparent than in the determination to save the Union. He would have the Union--with or without slavery. He preferred it without, and his preference prevailed. Time had justified the wisdom of his statesmanship. When Lincoln was murdered the South lost its best friend.

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BEAUTY

Some folks sing of the beauty
Of twinkling stars at night,
And others say the rising sun
Is truly a splendid sight.
The eagle soaring to the height
Has wondrous speed and grace,
But have you seen a mother's smile
As she looks in her baby's face?

There is beauty in a snowflake
With its intricate design,
And roses in a garden
Are a sight that's really fine.
It's nice to see the sculptor's art
That stands upon the sod,
But have you seen a baby's smile
That was painted there by God?

—Charles C. Lindsay,

FIRST 12 DAYS RULES YEAR'S WEATHER

(Morganton News-Herald)

Miss Beatrice Cobb, in her column in the Morganton News Herald, furnishes the following weather report:

Last year, I think it was, I was corrected in the impressiom I had somehow held for a long time that the 12 days following Christmas were the "ruling" days for the weather of the year. It seems to be accepted by weather prognosticators generally that the first 12 days in January determine (?) the weather for the 12 months, with January 1st indicating January weather, January 2nd suggesting what to expect in February, etc. According to this system last Friday would have been the indicator for the weather for next December. In this connection I had intended to try to look up the date for "old Christmas," which I seem to have in mind as falling on January 12th.

I had not thought of the "ruling days" until I read in the Asheville Citizen Sunday of an Asheville "weather prophet," John Drake, who apparently sets great store on these days and furnished the Citizen reporter with a forecast for the year, based on his observations of the weather during the first 12 days of January. Here are his predictions—for Asheville.

January—Rain, snow, sleet, and sunshine; temperature below normal if any variation.

Febuary—Partly cloudly and cold.

March—Normal weather; spring like but chilly.

April—Chilly; signs of spring and April showers.

May—Mostly clear; lot of sunshine.

June—Partly cloudly with rain.

July—Chilly with rain the first half and sunshine the latter part of the month.

August—"That's the eighth day; rain in the forenoon with little sunshine. That'll apply to the first half of the month. Cool in the latter part."

September—Cloudy with rain and chilly.

October—Unsettled, with rain and cool.

November—Fair and cool for November.

December—Partly cloudly, with some sunshine.

Forecasting the weather by months is only part of Mr. Drake's predicting. Given an open wood fire, for example, he always can tell when it's going to snow, he said:

"If the fire doesn't burn; just smoulders; and pops, with a sound like you were walking on snow—you can count on snow within the next few days."

When you hear a man say, "I'm in the selling game," how well you know it. The word "game" is a slander on Service.

FEBRUARY IN NORTH CAROLINA HISTORY

(We The People)

IT HAPPENED IN FEBRUARY

Feb. 1, 1781. Battle of Cowan's Ford.
Feb 2, 1781. General Greene reaches Salisbury.
Feb. 3, 1819. Calvin Henderson Wiley born.
Feb. 7, 1862. Roanoke Island taken by Yankees.
Feb. 9, 1901. Law creating North Carolina Day was ratified.
Feb. 13, 1781. Revolutionary Army reaches Dan River.
Feb. 13, 1772. Moravians selected site for school building.
Feb. 14, 1855. Legislature agreed to take 4 million additional stock in North Carolina Railroad Company.
Feb. 19, 1776. Colonists demanded that Governor Tryon surrender ship's captain in connection with stamp tax resistance.
Feb. 20, 1781. Lord Cornwallis and his army reached Hillsboro.
Feb. 20, 1879. Act creating Fayetteville Normal School for Negroes passed.
Feb. 22, 1864. W. W. Holden suspends publication of his newspaper.
Feb. 22, 1865. Northern troops take Wilmington.
Feb. 24, 1861. Movement to prevent Civil War failed.
Feb. 25, 1790. North Carolina deeds western lands to the Nation.
Feb. 26, 1694. Indenture of William Pead to Thomas Harvey carries first official requirement for schooling.
Feb. 27, 1776. Battle of Moore's Creek Bridge ended.
Feb. 28, 1861. Election calling secession convention defeated.

February is the anniversary of a number of important North Carolina events that led to American independence. On Feburary 26, 1776, the Battle of Moore's Creek Bridge in Pender County started, and ending on the next day with the complete rout of the Highlanders from the upper Cape Fear region, who were stirred into action against the other colonists by the Macdonald clan.

The other Revolutionary events were happenings that marked the beginning of the end of the revolt of the colonists against the British Crown. On the first day of February 1781, American troops of General Greene's army met the British at Cowan's Ford on the Catawba River near Salisbury. They were successful in the skirmish and succeeded in getting American troops across the river. In this battle, however, the Brigadier General William R. Davidson was killed. This was a serious loss to General Greene, because of Davidson's ability, not only as a military leader, but as a morale builder for the retreating troops. On February 2, 1781, General Greene and his staff reached Salisbury. There the General spent the night at Mrs. Steele's Tavern. It was there that Mrs. Steel gave the General her savings to help the Revolutionary cause. By the 13th of February 1781, Greene's troops reached the Dan River just across the North Carolina line in Virginia. This marked the end of the retreat and the beginning of the return of the American troops to North Carolina which culminated in the battle at Guilford Court House some weeks later. On the 20th of February 1781, Lord Cornwallis reached Hillsboro which he occupied in preparation for

organizing his forces for the Guilford Court House battle.

Two other Revolutionary events marking the beginning and the end of the war: On February 19, 1766, ten years before the war started, two colonial leaders, Cornelius Harnett and James Moore, led a group of people to the home of Governor Tryon in a protest against the Stamp Act. A British ship under the command of Captain Lobb seized three vessels in the harbor at Brunswick, because these trading ships did not have properly stamped clearance papers for their cargoes. Harvey and his companions intended to make the Captain release the trading vessels, but Governor Tryon refused to tell them where the Captain was. This did not stop them from returning to Brunswick, where they found Captain Lobb and forced him to release the cargoes of the trading ships. The other February event which marked the final close of the war so far as North Carolina was concerned was the deeding of the western lands, mainly what is now the State of Tennessee, to the National Goverment as a means of helping the nation pay for the war. This transfer of lands was officially completed on February 25, 1790, when the two North Carolina senators signed the deed for the transfer of the property.

Four events of great interest in the educational history of North Carolina have anniversaries in February. The earliest of these events is the first official document recorded in the state which deals with the education of children. On February 26, 1694, Thomas Harvey and his wife, Sarah, agreed to take an orphan boy named William Pead into their home for rearing. The agreement which Harvey and his wife signed carried a provison that the guardians of the orphan must teach him to read and write. The interest of the Moravians who settled in what is now Forsyth County in education was marked by the ceremony for selecting the first school site in that community on February 13, 1772. On that date, four of the Moravians went from Salem to Freidland, which was near by, to select the site for the school. There was an interesting ceremony held in connection with the selection and dedication of the site. The school was opened in the following April.

Two other events are connected with the public school system in the state. One was the birth of Calvin Henderson Wiley on February 3, 1819. Wiley, although trained as a lawyer and a novelist by avocation, made his place in North Carolina history as the first State Superintendent of the Common Schools. The other event relating to the educational history of North Carolina was the passage of the bill establishing the Fayetteville Normal School for Negroes in Fayetteville in February 20, 1879. This Normal School is the oldest teacher training institution in the state. The white teachers at the time were being trained at the University. The Fayetteville Normal School was established as a teacher training institution, rather than for the general higher education of Negroes, which did not come until many years later.

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Prejudice is the child of ignorance.—Hazlitt.

IMPORTANT DATES IN FEBRUARY

(Selected)

1—Victor Herbert, celebrated composer and conductor, was born, 1859.
1—King Carlos of Portugal assassinated, 1908.
2—Groundhog Day.
2—First Parliament of Great Britian and Ireland met, 1801.
2—New Mexico, Arizona and California were ceded to the United States by Mexico, 1848.
2—Fritz Kreisler, Austrian violinist and composer, born, 1875.
3—Albert Sidney Johnston born, 1803.
3—Joseph E. Johnston born, 1807.
3—Felix Mendelssohn born, 1809.
3—Territory of Illinois created, 1809.
3—Horace Greeley born, 1811.
3—Sidney Lanier born, 1842.
4—Last day of hostilities in Revolutionary War, 1783.
4—Mark Hopkins born, 1802.
4—Ebert, first president of Germany born, 1871.
4—Charles A. Lindbergh born, 1902.
5—Roger Williams, founder of Rhode Island, arrived in America, 1631.
5—James Otis born, 1725.
5—Zebulon Pike born, 1779.
5—Sir Robert Peel born, 1788.
5—Victoria Cross instituted, 1856.
6—Queen Anne born, 1665.
6—Aaron Burr born, 1756.
6—Treaty of Alliance with France, 1778.
6—Massachusetts ratified the Constitution, 1788.
6—Reconstruction Act brought forward in Congress, 1867.
7—Sir Thomas Moore born, 1478.
7—Charles Dickens born, 1812.
8—Mary, Queen of Scots, beheaded, 1587.
8—Inhabitants of Schnectady, N. Y., massacred by Indians, 1690.
8—William T. Sherman born, 1820.
8—Jules Verne born, 1828.
8—Temporal power of the Pope ended, 1849.
8—The organization of the Boy Scouts of America incorporated, 1910.
9—William Henry Harrison born, 1773.
9—Samuel J. Tilden born, 1814.
9—John A. Logan born, 1826.
9—English gained control of New Amsterdam, 1674.
9—John Quincy Adams elected President, 1825.
9—Jefferson Davis chosen Confederate President, 1861.
9—Nebraska admitted to the Union, 1867.
10—By Treaty of Paris, signed 1763, France surrendered Canada.
10—Charles Lamb born, 1775.
10—Marriage of Queen Victoria and Prince Albert, 1840.
10—Upper and Lower Canada re-united, 1840.
10—Spanish-American War closed by treaty, 1899.
11—Alexander H. Stephens born, 1812.
11—Thomas A. Edison born, 1847.
12—Lady Jane Gray beheaded, 1554.
12—Georgia Day, holiday in Georgia celebrating the landing of Oglethorpe with his colonists, 1733.
12—Peter Cooper born, 1791.
12—Abraham Lincoln born, 1809.
12—Charles Darwin born, 1809.
12—Independence of Chile secured by Battle of Chacabuco, 1818.
13—Joseph C. Lincoln, author of Cape Cod stories, born, 1870.
13—First "long distance" telephone message sent from Boston, Mass. to Salem, Mass., 1877.
14—St. Valentine's Day.
14—Galileo, famous artist, born, 1564.
14—Canada becomes a royal province, 1663.
14—Winfield Scott Hancock born, 1824.
14—Oregon admitted to the Union, 1859.
14—Arizona admitted to the Union, 1912.
14—Yuan Shih-Kai made first President of China, 1912.
15—Cyrus Hall McCormick, inventor of the reaper, born, 1809.
15—Susan B. Anthony born, 1820.

15—Battleship "Maine" blown up in Havana harbor, 1898.
15—Elihu Root was awarded the Nobel Peace Prize, 1912.
16—Frigate "Philadelphia" destroyed at Tripoli by Decatur, 1804.
16—Surrender of Fort Donelson, 1862.
17—Treaty of Ghent, ending War of 1812, ratified by the Senate, 1815.
17—Dual government adopted by Austria-Hungary, 1867.
17—Suez Canal first opened to ships, 1869.
18—Queen Mary of England born, 1516.
18—Inauguration of Jefferson Davis as President of the Confederacy, 1861.
18—Germans began submarine blockade of Great Britian, 1915.
19—David Garrick born, 1726.
19—Ohio admitted to the Union, 1803.
20—William Prescott born, 1726.
20—Joseph Jefferson born, 1829.
20—Congress passed Reconstruction Bill, 1867.
20—Leo XIII became Pope, 1878.
20—Revolution began in Cuba, 1895.
21—John Henry Newman born, 1801.
21—Brander Matthews born, 1852.
21—Washington Monument dedicated, 1885.
22—George Washington born, 1732.
22—James Russell Lowell born, 1819.
22—Florida ceded by Spain to the United States, 1819.
23—George Frederick Handel born, 1685.
23—Battle of Buena Vista, 1847.
24—American "Hornet" defeated the British "Peacock," 1813.
24—George William Curtis born, 1824.
25—Charles C. Pinckney born, 1748.
25—Capture of Vincennes by George Rogers Clark brought the great Northwest Territory into the possession of the United States, 1779.
25—John Adams appointed first minister of the United States to Great Britian, 1785.
25—Enrico Caruso, renowned singer, born, 1873.
26—Victor Hugo born, 1802.
26—Napoleon escaped from Eliba, 1815.
26—British Test Acts repealed, 1828.
26—William F. Cody ((Buffalo Bill) born, 1845.
26—Treaty ending Franco-Prussian War signed, 1871.
27—Henry Wadsworth Longfellow born, 1807.
28—Upper Mississippi River exploration by Hennepin begun, 1680.
28—Texas annexed to the Union, 1845.
29—Marquis de Montcalm born, 1712.

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THE ROAD AHEAD

The hills look hard and steep and high;
Often we behold them with a sigh;
But as we near them level grows the road.
We find on every slope, with every load
The climb is not so steep, the top so far;
The hills ahead look higher than they are.
And 'tis with troubles, yet so great
That men complain, and fear, and hesitate.
Less difficult the journey than we dreamed;
It never is as long as once it seemed.
There isn't any climb, or task, or day;
But as we near it, easier the way.

—Selected.

PRESIDENT MAKES VERY SHORT TALK FOR INAUGURATION

(Farm & Home Weekly)

On Saturday when President Roosevelt took the oath of office for the fourth time, he broke many records. No other president ever took the oath more than twice. No other man ever spoke more briefly on a similar occasion. No other man in our history has born the great burdens of state for so long a time. Three times the oath of office was administered by Chief Justice Hughes who himself missed being president by an eyelash. This time the oath was administered by Chief Justice Stone. The whole ceremony required 15 minutes only The full address of the President follows:

"Mr. Chief Justice, Mr. Vice President—my freinds:

"You will understand and, I believe, agree with my wish that the form of this inauguration be simple and its words brief.

"We Americans of today, together with our Allies, are passing through a period of supreme test. It is a test of our courage—of resolve—of our wisdom—of essential decency.

"If we meet that test—successfully and honorable—we shall form a service of historic importance which men and women and children will honor throughout all time.

"As I stand here today, having taken the solemn oath of office in the presence of my fellow countrymen—in the presence of our God—I know that it is America's purpose that we shall not fail.

"In the days and in the years that are to come we shall work for a just and durable peace as today we work and fight for total victory in war.

"We can and we will achieve such a peace.

"We shall strive for perfection. We shall not achieve it immediately—but we still shall strive. We may make mistakes—but they must never be mistakes which result from faintness of heart or abandonment of moral principle.

"I remenber that my old schoolmaster said, in days that seemed to us then to be secure and untroubled: "Things in life will not always run smooth. Sometimes we will be rising toward the heights—then all will seem to reverse itself and start downward. The great fact to remenber is that the tread of civilization itself is forever upward; that a line drawn through the middle of the peaks and valleys of the centuries always has an upward trend.'

"Our constitution of 1787 was not a perfect instrument yet. But it provided a firm base on which all manner of men of all races and colors and creeds, could build our solid structure of democracy.

"Today in this year of war, 1945, we have learned lessons—at a fearful cost—and we shall profit by them.

"We have learned that we cannot live along at peace; that our own well-being is dependent on the well-being of other nations—far away. We have learned that we must live as men, not

as ostriches, nor as dogs in the manger.

"We have learned to be citizens of the world, members of the human community.

"We have learned the simple truth as Emerson said, that 'the only way to have a friend is to be one.'

"We can gain no lasting peace if we approach it with suspicion and mistrust—and with fear. We can gain only if we proceed with the understanding and confidence and courage which flow from conviction.

"The Almighty God has blessed our land in many ways. He has given our people stout hearts and strong arms with which to strike mighty blows for freedom and truth. He has given to our country a faith which has become the hope of all peoples in an anguished world.

"We pray now to Him for the vision to see our way clearly— to see the way that leads to a better life for ourselves and for all our fellow men —to the achievement of His will to peace on earth.

———:———

We cannot hope to develop the type of civilization we want in this world unless we progress along educational lines.

—Thomas J. Watson.

———:———

RELIGION IN THE JUNGLE

(Sunshine Magazine)

A Military lieutenant in New Guinea describes in a communication one of the front-line musical festivals in the jungle. "A Salvation Army chap," the communication reads, according to the War Cry, "managed to get a battered piano, which had been captured from the Japanese, loaded on a truck and brought deep into the jungle. A program of two hours' duration was quickly improvised, and at the conclusion we sang some hymns —'Rock of Ages,' 'Lead, Kindly Light,' 'In the Shadow of the Cross.'

"At the close of the program the chaplain asked to have anyone who wished to join him in prayer for the safety of their loved ones at home. The chaplain concluded the prayer with the words, 'Through Thy Son, Jesus Christ, who taught us to pray...' and then began the Lord's Prayer.

"Somehow, it seemed to me, I had never before heard this prayer said anywhere with such sincerity. It came from the hearts of a crowd of hard-bitten, hard - swearing Australian fighting men. It was the most impressive thing I have heard. The setting was tall timber, and the only lights were a few fires around about. The usual noises of a camp—chopping wood, someone whistling, someone singing, in the distance—all added to the simplicity of the scene. It was grand! I am not what you call religious. but at times like the one I have described, I can see what a comfort religion can be."

A LOVE STORY

By M. Norvel Young in Unity

There is a tradition that Benjamin Franklin was invited to present a story to a group of intellectuals in Paris. It was during his stay there as ambassador of the United States, and he was well acquainted with the extreme rationalism and skepticism that prevailed. Presuming his audience's unfamiliarly with the Bible, Franklin told in his own words the story of Ruth and Boaz. They were intrigued by the sheer beauty of the story, and they flooded him with questions as to its origin. He calmly referred them to the Bible, a book they were allowing to go unread in their passion for modernity. Here is a digest of that beautiful love story, in the manner told by Franklin.

It was in the days when the judges judged over a people in the Orient that there occured a famine in the land. A certain man of Palestine with his wife and two sons went to visit in the country of Moab. After they had remained in the country for some time, the man died, and eventually the two sons married. The wife of one was named Orpha, and the other, Ruth. Twelve years passed, and both of the young men died, leaving their mother, Naomi, alone in that country.

One day Naomi arose and counseled with her two daughters-in-law, Orpha and Ruth, that she would go back to her own country, the land of Judah. for it had been reported how God had blessed the people in providing them with bread.

Orpha and Ruth desired to go with her, and as the three journeyed along, Naomi said to the two, "Go, return each of you to your mother's house, and may God deal kindly with you as you dealt kindly with my sons, and with me. And God grant that you may find rest." Then Naomi kissed them. They wept, and said to Naomi, "We will go with you."

But Naomi declared, "Turn again, my daughters. Why will you go with me? It grieves me much for your sake, for the hand of God is gone forth against me."

And the two raised their voices, and wept again. Orpha kissed her mother-in law, and turned back to the land of her people, but Ruth clung to Naomi.

Then said Naomi to Ruth, "See, Orpha has gone back to her mother's house, and to her god; why do you not go with your sister-in-law?"

Ruth answered, "Entreat me not to leave you, and return from following after you, for where you go, I will go, and where you live, I will live. Your people shall be my people, and your God, my God! And where you die, will I die, and there will I be buried! God do so to me, and more also, if aught but death part me from you!"

When Naomi saw that Ruth was determined to go with her, she said no more to her. So the two journeyed on until they reached Bethlehem.

It was the time of the barley harvest, and Naomi had kinsman of her husband who was a mighty man of wealth. His name was Boaz. Ruth said to Naomi, "Let me now go to the field and glean among the ears of grain." And she went and gleaned with the reapers in the field of Boaz, but her hap was light.

When Boaz saw Ruth, he asked the servant, "Whose damsel is this?" The

servant answered, "It is the woman that came with Naomi out of the country of Moab."

Then Boaz spoke to Ruth. "My daughter," he said, "don't go to glean in another field, but remain here close to my maidens. I have charged the young men that they shall not touch you."

Ruth bowed herself to the ground, and said, "Why have I found favor in your sight that you should notice me, a foreigner?"

Boaz answered, "It has been completely disclosed to me all that you have done to your mother-in-law since your husband died; how you left your father and mother and native land, and have come to live with a people you had not known. May God recompense your work, under whose wings you have come to take refuge."

When the time of threshing came, Naomi said to Ruth, "My daughter, shall I not seek a home for you? Boaz, our kinsman, will be winnowing barley tonight in his threshing-floor. Dress up and go wait until he has finished, and when he has lain down, go and lie at his feet." (This was tantamount to a proposal of marriage by Ruth)

Ruth did as Naomi had said, and at midnight Boaz awakened, and said, "Who is this?"

Ruth answered, "I am Ruth, your handmaid."

Boaz said, "May God bless you, my daughter, for you have increased in kindness. Don't be afraid, for all the city knows that you are a worthy woman. In the morning I shall see if one who is a nearer kinsman than I desires to assert his right. If not, I shall take you for my wife."

In the gate of the city, when the near kinsman came, Boaz talked with him, and, according to the custom of the land, he drew off his shoe and handed it to Boaz as a sign to all the people that Boaz was the lawful inheritor of all the rights of the estate pertaining to Ruth.

So Boaz took Ruth, and she became his wife, and they had a son. Naomi took the child, and became its nurse. The boy was named Obed, and he grew up to become the father of Jesse, who became the father of David. Thus through the line of Boaz and Ruth there came the Christ .

———:———

At some period in his life every thinking man must establish his own basic relations with the universe, or remain restless, discontented, and unhappy. He must get him a genuine belief. A great many people do not do this, to be sure; but it must be acknowledged that a great many people go into an increasingly discontented old age.—Selected.

LAST SUNDAY'S SERVICE

Rev. R. Hoy Whitlow, pastor of Harmony Methodist Chuch, Concord, conducted the service at the Training School last Sunday afternoon. For the Scripture Lesson he read part of the ninth chapter of the Gospel according to St. Matthew. The subject of his message to the boys was "What We Need Most In Life."

The speaker began by saying if he should ask this question of a number of people, he would probably get many different answers, but when everything is summed up, man's greatest need today is to really know Jesus.

To point out the importance of following the Master, Rev. Mr. Whitlow called attention to the time when Matthew chose to become one of the disciples of Christ. Matthew held a very important position, that of collector of taxes, which he gave up in order to follow Jesus, and to help spread the lessons of the gospel he brought to men. This successful business man was attracted by the wonderful personality of Jesus. He learned to love the Master, and followed him. Some of his friends probably said something like this: "Matthew, what a fool you are, to give up such a good position." He did not heed them, however, and chose to follow Christ. Matthew accompanied Jesus, and in his gospel he tells of Christ's wonderful influence as he went about teaching, preaching and healing the sick.

Just as Matthew's life was changed, Jesus transformed the lives of people for two thousand years. The principles of Christianity, as taught by the Master, have been attacked many times by those who would destroy the better way of life, but it has survived throughout the ages. The valuable lessons given to mankind by the Master are just what the people of the world need today more than anything else. This sinful world, now experiencing the greatest conflict of all time, needs the old-fashioned gospel of Christ. We need to discover his power and learn how it can work in men's lives.

We hear much today about post-war plans for world peace, said the speaker, but all that is necessary is that men realize there are none better than those laid down by the lowly Nazarene more than two thousand years ago. They alone can establish world peace and enable nations to live without ever again experiencing the horrors of war.

Rev. Mr. Whitlow stated that many people who call themselves Christians are not true followers of Christ. Oh, yes, they probably have belonged to various churches the greater part of their lives, but they fail to take Christianity seriously. We need to discover Jesus, not in the pages of history, but in our own hearts. It is his power alone that can change men's hearts and thus make the world a far better place in which to live. As we travel along the great pathway of life, it is easy for us to become lost if we do not have proper guidance. The best guide men will ever have to lead them in the right direction is the guiding spirit of Jesus Christ. It is the only sign-board that will direct them to the glories of life eternal.

In conclusion, the speaker said that

all Christians should earnestly pray for the time when the rulers of the world would become followers of the master, in order that future wars might be unknown.

———:———

THE HUMAN HEART

"There's a heap o'love in the human heart
If we just dig down a bit;
It's the masterpiece of the Mighty Hand,
And He gave His best to it.
There's a heap o'good in the most of men,
Just underneath the skin,
And much would show that we never knew,
Could we only look within.

There's a lot inside that we never see,
And perhaps we never know,
'Til fortunes turn and we're down and out,
Or sickness strikes us low,
And the heart is right in the most of men,
When the truth is really known,
And we often find that the heart is kind,
That we thought was cold as stone.

We sometimes tire of the road so rough,
And the hill that seems so steep.
And we sometimes feel that hope is gone,
As we sit alone and weep;
And then, when our faith is burning low
And we lose our trust in men,
True friends appear with a word of cheer,
And the sun comes out again.

And so I claim that the heart of man
Is about what it ought to be,
For it's made of goodness through and through,
Could we look inside and see.
God made oll things and He made them well,
On the true and perfect plan,
But He did His best in the greatest test
When He made the heart of man."

—Anonymous.

COTTAGE HONOR ROLL

Week Ending February 4, 1945

RECEIVING COTTAGE

Charles Brown
Coy Crabtree
Ralph Cranford
Samuel Dill
William Hammond
Harry Matthews
James Perkins
David Prevatte

COTTAGE No. 1

(Cottage Closed)

COTTAGE No. 2

John Allen
Eugene Bowers
Robert Buchanan
Charles Byrd
Walter Byrd
Ralph Gibson
Gerald Johnson
Chester Lee
Harold McKinney
John McLean
James McMahan
James Norton
Knox Norton
Carlton Pate
William Phillips
Hayes Powell
Marshall Prestwood
Melvin Radford
Jack Ray
Van Robinson
James Sneed
Roy Womack
Clyde Wright
Kermit Wright

COTTAGE No. 3

Charles Allen
Craven Callahan
William Doss
Charles Earp
Earl Green
Robert Helms
Jack Hensley
James Hensley
Thomas Hyder
Cecil Kinion
A. J. McCraw
Jack Oliver
Robert Peavy
Donald Redwine
Paul Wolfe
Theodore Young
Joseph Case
Bruce Honeycutt

COTTAGE No. 4

Robert Blackwelder
Leonard Bradley
Charles Carter
John Fine
Jack Gray
Eugene Hudgins
Robert Hogan
William Lewis
Roy Miller
Leroy Pate
Thomas Ruff
John R. Smith
J. R. Truitt
Brady Tew
Edward VanHoy
Eugene Watts

COTTAGE No. 5

Randolph Ammons
Harold Cruse
James Gibson
McKeever Horne
John Love
William Walls
Robert Wilkins

COTTAGE No. 6

Rufus Driggers
Vernon Foster
George Marr
Stanford McLean
Robert Mason
Clay Shew
Charles Sellers
James Swinson
Leroy Wilkins

COTTAGE No. 7

Robert Bradbury
David Brooks
Horace Collins
William Daye
Carlos Faircloth

James Knight
Ned Metcalf
Joseph Mitchell
Jack Phillips

COTTAGE No. 8
(Cottage Closed)

COTTAGE No. 9
Raymond Bullman
Ray Covington
Sebarn Garmon
Liston Grice
Edward Guffey
Eugene Peterson
Floyd Puckett

COTTAGE No. 10
(No Honor Roll)

COTTAGE No. 11
Charles Alexander
Odean Bland
James Carteret
George Cox
Jack Gentry
William Guffey
Edward Hambrick
Elmer Heath
Raymond Hunsucker
William Lowery
Alvin Porter
James Ray
Thomas Staley
Marshall Sessoms
Ray Shore
J. W. Smith
William Walker

COTTAGE No. 12
(Cottage Closed)

COTTAGE No. 13
William Andrews
Thurman Daniels
Ervin Ewing
Raymond Fillyaw
Robert Hobbs
Robert Hinson
Rufus Massingill
Walter Neagle
Ralph Putnam
James Southern
William Whistnant

COTTAGE No. 14
Everett Bowden
Hugh Cornwell
Howard Hall
Lawrence Littlejohn
Bruce Sawyer
Hubert Smith
Grover Shuler
Thomas Stallings
Milton Talley
Lester Williams

COTTAGE No. 15
Frank Bass
George Brown
R. V. Hutchinson
William Holder
Robert Roberts
Hilton Reid
Robert Rivenbark
Jack Willis

INDIAN COTTAGE
Jack Bailey
Peter Chavis
James Chavis
Harold Duckworth
Alton Hammond
Marshall Hunt
Lacy Jacobs
Carl Lochlear
Clyde Lochlear

INFIRMARY
(No Honor Roll)

The busy man has few idle visitors; to the boiling pot the flies come not.—Benjamin Franklin.

C364

FEB 16 1945

THE UPLIFT

VOL. XXXIII CONCORD, N. C., FEBRUARY 17, 1945 No. 7

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Farm Boys at Work During Hay Season

(See page 3)

Published By
THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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The Uplift

A WEEKLY JOURNAL

Published By

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S. G. HAWFIELD, Editor — LEON GODOWN, Printing Instructor

WASHINGTON

Our Nation's birth gave history your name,
Recording on its pages your great deeds.
No hesitation marred when duty came,
No clouds obscured from you your country's needs.
Pure were the thoughts you planted in man's heart,
Nor is your harvest fully garnered yet;
Still grows and thrives the tree that had its start,
In hallowed ground with honest purpose wet.
Each passing day your wisdom is revealed,
Your presence led our fathers in the field,
Your spirit leads us still to that which lives
In Liberty and Peace, for which you fought
To gain Eternity, the goal you sought.

—John A. Prentice.

THE WORK LINE AND BARN FORCE DEPARTMENT

The activities of the work lines and the barn force are so closely related that they are being explained in the same article. These two departments engage almost as many boys as all other departments of the School together. In view of the fact that there is such a multiplicity of activities it will be impossible to discuss them all in detail. It is no exageration to say, however, that outside of the school department these two departments within themselves are of greater importance to the life of the School than any others.

Mr. J. Lee White, who holds the position of farm supervisor at the School, has general supervision of these activities. Working with him at the present time are nine other men. On an average, fifty boys work in these activities in the morning, and some more in the afternoon. Mr. White has been officially connected with the Jack-

son Training School for a period of thirty years, and he has the reputation of being well-informed in all the practical activities of farm duties. His long experience at the School has given him deep understanding of the problems of the School, particularly those relating to the farm activities.

Among the major activities of these two departments we list the following:

1. Preparing the soils.
2. Planting the seed according to the different seasons of the year.
3. Cultivating various types of crops with machinery and horse-drawn cultivators and hoes.
4. Pruning and caring for orchards and vineyards.
5. Building fences for cattle, hogs, and other animals.
6. Feeding and caring for approximately 125 hogs and 20 horses and mules and 60 head of beef cattle.
7. Harvesting grain, hay, and other farm crops.
8. Hauling coal, manure, feed, fertilizer, lumber, etc., with teams or trucks.
9. Preparing seed beds and planting various garden seeds.
10. Caring for lawns shrubbery, flowers, seed beds, on and about the campus.
11. Operating the cannery during the canning season.
12. Building and repairing farm roads and bridges.
13. Grubbing and caring for pasture lands.
14. Threshing seed, baling hay, filling silos, mixing feed.

The machinery and tools used in these activities include the following:

3 tractors
10 wagons
3 trucks
1 harvesting combine
1 seed thresher
1 hay baler
1 feed mill
2 disc plows
3 disc harrows
75 hoes
60 pitch forks
60 shovels
30 rakes
30 axes
30 grass slings
25 potato diggers
3 hay rakes
A full supply of cultivators, plows, drag harrows, and pruning and spraying equipment.

A Hay Field Scene at the School

According to the audit for the year ending June 30, 1944 the total value of the farm products and the manpower-hours work was $89,-260.40. All of the farm expenses and inventories amounted to $63,-916.27, thus indicating a profit from the farm operations of $25,-344.13.

The following is a partial list of the farm products:

A. Food consumed by the School population:

1. Beans (Lima)
2. Beans (Snap)
3. Cabbage
4. Cantaloupes
5. Corn
6. Cucumbers
7. Grapes
8. Greens
9. Okra
10. Onions
11. Peas (Garden)
12. Peas (Green Field)
13. Pork
14. Potatoes (Irish)
15. Potatoes (Sweet)
16. Squash
17. Strawberries
18. Tomatoes
19. Turnips

B. Feed consumed on the Farm:

1. Corn
2. Ensilage
3. Hay
4. Lespedeza Seed
5. Oats
6. Wheat

The policy of the School is to operate the farm with the view of helping as much as possible with the support of the School. According to the latest audit, practically $46,000 from the farm went into the food supply for the School population. It seems that this represents a very commendable result. This does not include the amount that went toward feeding farm animals.

The officials of the Training School think it is very profitable for the boys to work in these various activities. From time to time they have the opportunity to drive teams or care for animals, and we find that practically every boy likes to be where there are farm animals. We find that many of the boys who come to us, because they have spent too much of their time in idleness, have either not developed the right attitude toward work or have not learned the basic skills of farm life. Many of the boys do not know how to drive teams or to use the simplest farm tools. In the course of his stay here, a boy learns to do these things. Generally, the boys do not have to work hard or for long hours, but we think it is an important part of a boy's training for him to learn to work with his hands and to learn to work with other boys in groups. Some of the boys, of course, go straight back to farm life in their homes when they leave the School.

Oftentimes we think it is wise for a new boy, before he enters specialized vocational trade training, to spend some time on the work lines or with the barn force, and in this way he becomes adjusted to the routine life of the School.

It might be explained, also, that it is not the policy of the School to over-emphasize the importance of these two activities in their relationship to the other activities of the School. At times, however, there may be a day or two when, because of weather conditions, it may be wise to use boys from the school or elsewhere in these activities, when the need for extra help is critical. At no season of the year is the training for trades sacrificed in order to augment the farm activities, and extreme care is exercised to avoid taking the boys out of trade training assignments and transferring them to farm work. The policy is to resort to the farm work only to take care of the overflow in other work assignments or in temporary absence of classroom teachers. Particularly should it be explained that in most instances when other departments are closed down or when boys do not fit into the specialized trades, it becomes necessary

to place them on the work line so that, in probably too many instances, these two activities become a sort of dumping ground from other activities.

Furthermore, we think it is a highly profitable experience for a boy to work in harmony with and close to Mother Nature. It is quite stimulating to anyone in the spring of the year to have the experience of turning the soil and stirring the earth. It does something to the spirit of a person which nothing else does. Then, too, it is an elevating experience for anyone to work around growing farm crops, flowers, shrubbery and other things. We think that these two departments are very helpful in rehabilitating our boys.

* * * * * * * *

A DISCUSSION OF OUR RECENT TESTING PROGRAM

Recently we gave a series of achievement tests to all the boys here in the school. The tests were in addition to the group intelligence tests and achievement tests that all new boys are given upon entering here. The tests that are given new boys are for placement purposes and to be used when we need to refer to a boy's case history. The series of tests recently given were more for a check-up on the progress that an individual boy is making in his work and on the progress that our school is making. Several interesting items that these tests brought out will be discussed.

The school as a whole ranked high in reading. This may be attributed to our nice library with its new books, good lighting, decorating, and pleasant surroundings. We also have a part time librarian, and the Bookmobile of the Concord Public Library comes out to the school. Each grade has regular library periods, and the boys are permitted to carry books to the cottages. This is in addition to the regular classroom reading periods.

In other subjects the school did not rank above the average for schools elsewhere. Our boys were slightly low on spelling, but about average on language and arithmetic. We are speaking of averages for grade levels, not age levels, as most of our pupils are retarded when we get them.

These tests should be of much help to the teachers in working with their pupils. The need of remedial work for the individual boy was

brought to light in some cases, and the need of promotion in other cases. We have pupils that are far behind on spelling, but good on other subjects, and vice versa. There was much discussion of remedial work in a recent teachers' meeting, and plans were made to aid the backward pupil.

The need of a trained teacher to work with problem boys was also shown. Some pupils with an IQ of around 60 to 70, had made very little progress in an 18-month period of time. Ordinary classroom work was too fast for them, and the teacher could not afford to hold the whole class back for the benefit of two to four boys, and as a consequence the retarded pupils have not shown satisfactory progress. This is not the fault of the teachers, as they have to think of the good they can do for the greatest number. Readily, then, we can see the need of a teacher to work with the problem boys.

In our upper grades we found that we needed a ninth grade teacher to teach those pupils above the eighth grade level. In the recent tests we found two who were of an eleventh grade level, three of a ninth grade level, and several of an advanced eighth grade level. The problems of the eighth grade teacher are increased by these advanced students, and the pupil is held back by going over work that he has already covered one or more times.

The results of these tests were much better than might have been expected, considering an average IQ of around 85, the fact that we get problem boys to begin with, and our pupils are only in school for half a day, but do go the year around.

Most of our boys, primarily because they have done poor work in the public schools, have developed a dislike for schooling. Before any great progress can be made, it is necessary to plant in the boys a desire to want to learn and be somebody.

The tests did show a need of remedial work, the need of a problem teacher, the need of a ninth grade teacher, and the need of ever being on the alert to our duties and responsibilities as teachers in a school of backward boys.

LOCAL HAPPENINGS

Reported By Boys of the School Department

Basketball Games

By Harlan Warren, 8th Grade

On Tuesday of last week, the boys of Cottage No. 2 played the lads of Cottage No. 10 and took a pretty bad beating from them. The score of 32 to 6, in favor of the No. 10 boys, seems to indicate such. William Burnett was the star forward for the winners, shooting approximately ten of their sixteen goals. On the losing team, Jack Ray seemed to be the best forward, scoring four of their points. Mr. Tomkinson scored the other two. Mr. Hines was the referee and Mr. Liske was timekeeper.

Right after this game, Mr. Rouse and his Cottage No. 11 boys came over to the gymnasium to practice some "free" shots. They challenged the already beaten and tired Cottage No. 2 team to a game. The challenge was accepted, and the No. 2 boys turned the tables by beating No. 11 by the score of 13 to 8.

The players for Cottage No 2 were: Jack Ray, Harlan Warren, James Stadler, John McLean and Mr. Tompkinson. Cottage No. 11 players were as follows: Raymond Hunsucker, Marshall Sessoms, Maxie Shelley, William Lowery, Fred Holland and George Guyton.

Volley Ball Tournament

By John Allen, 8th Grade

At this time of the year we are starting our volley ball tournment between the various cottages. The teams are grouped into two leagues. A set of rules was made by Mr. Adams, who is now in charge of the various games played here. There are eleven strict rules covering this game.

A game will be played between two cottages each Saturday afternoon, and there will be twelve players on each team. The cottage teams in each league will play among themselves, and when the schedule is completed, the winner in each league will play a series of games to determine the tournament championship.

Each game will last for thirty minutes, and there will be three games played in each league every Saturday afternoon. We hope that the best team will win.

Chapel Program

By James Perkins, 8th Grade

On Friday morning of last week, the sixth grade was in charge of the program. First, we had the devotional, and then we stood and gave the Pledge of Allegiance to the Flag.

Next, Jack Oliver made a short talk about Abraham Lincoln. James Brigman, Jerome Duncan and Worth Craven then gave three short quotations. The entire group sang "The Battle Hymn of the Republic." Dewey Smith, Harold Cruse and Alonzo McGee gave three more short quotations, which was followed by a reading, "Lincoln's Gettysburg Address," by James Perkins.

Mrs. Kiser led us in singing our closing song, "My Old Kentucky Home."

The Friday afternoon program was

the same as the one given in the morning except an additional song, "Dixie," and a new character, Earl Hoyle..

Group Goes to Mr. Barnhardt's Home

By William Poteat, 8th Grade

Saturday afternoon, February 10th a group of nine boys from Cottage 2 and Cottage 3 were invited to the home of Mr. and Mrs. Mart Barnhardt, about four miles from Concord, near St. James Catholic Church. Mr. Hines, the principal of our day school, took the boys over there in the early afternoon. Soon after we arrived over there we had a game of basketball, and the boys of Cottage No. 2 played those of Cottage No. 3. Two of the boys of that community played on the side of the boys of Number 3. Those two boys were Patrick Wishon and Raymod Goodman. There were four boys from Cottage 3, and they were Earl Greene, Donald Redwine, Theodore Young and William Poteat. Five boys from Cottage 2 went, and they are as follows: Gerald Johnson, Clyde Wright, Hayes Powell, Chester Lee, and James Sneed. The game we played was a close one, and the score was 9-7 in favor of Cottage 3.

After the ball game was over, we went to a suitable place nearby where we had a good time roasting weiners and another kind of meat, which was very good. We certainly had an abundance of weiners and meat, as well as buns, drinks, candy, cakes, and bananas. After we had eaten all all that we wanted (and could), we went back to the home of Mr. and Mrs. Barnhardt and played other games. They were dodge ball, hide-and-go-seek, tag, etc.

Then it was time for us to present a program of songs and recitations which was enjoyed very much by the Barnhardts and some of their friends, neighbors, and relatives. We were very glad to present this program for Mr. and Mrs. Barnhardt's son (Mr. Tommy Barnhardt) who really did a lot to make this social possible and who helped with the preparation very much. First we had five speeches. Earl Greene said the first one, which was "Dinah May or Dynamite," and it was followed by the second number, "If Times Are Hard" by Donald Redwine. Then James Sneed recited "Johnnie's Toothbrush." Clyde Wright recited "I've Got Pockets in My Pants," and the last number, "Arathusa's Beau" was by Gerald Johnson.

The program of songs was composed of three parts—a group of religious songs, a group of patriotic songs, and a group of popular songs. The first number was an old favorite hymn, "The Church by the Side of the Road". The next was a trio by William Poteat, Earl Greene, and Gerald Johnson, and it was entitled "Love Is the Key". To end the religious part of the program there was a duet by Gerald Johnson and William Poteat. It was composed by Mr. Hines, and the name of it was "My Precious Savior Died for Me". For the group of patriotic songs, the first was a duet by Theodore Young and Earl Greene. They sang "The American's Prayer". "The Marines Hymn" was then sung by the entire group. To conclude this part of the program, two boys sang "There's A Star-Spangled Banner Waving Somewhere". Our last group of songs, of which there were six, was a group

of popular songs, old and new. The entire group sang an old favorite, "Home on the Range," followed by "Snowball" by Gerald Johnson. The last three numbers were solos by William Poteat. The first two, "Dance with a Dolly" and "Don't Fence Me In" are recent "hits" and the last one, "White Cliffs of Dover," is slightly older, but, nevertheless, it is still a good song.

After we had rendered our program, we all enjoyed hearing Mr. Hines tell of a trip he took to California. We learned very much not only about California, but also about many of the other western states. The use of a map and some scrapbooks of the West make the talk seem just like a trip.

We all surely did have a good time, and we appreciate the part everyone had in making this good time possible.

Band Concert Given At School

By William Poteat, 8th Grade

Wednesday night, the Concord High School band and the Jackson Training School band under the direction of Mr. Warren H. Wilson, band director, gave a concert for all the boys at the Training School.

First, our band played four numbers, "March Marionette," "My Country 'Tis of Thee," "Front Line March" and "The Marines' Hymn."

After the Training School band had played these numbers the Concord band came upon the stage to start their concert. The opening number was: "The Star-Spangled Banner," after which these numbers followed: "Faith of Our Fathers" (Cornet solo by Alex Paterson) and "Onward Christain Soldiers." Next followed a medley of service songs: "Moonlight Mist," "Sorority Sue," "Pan-American March," "Leetawcha," "Majestic Splendor," "Boogie-Woogie Bugle Boy," and "National Emblem."

The encore number was "Razzle-Dazzle," in which a trombone "smear" was featured.

The last was a request number entitled, "Our Director March."

B. T. U.—Intermediate Group

By John Allen, 8th Grade

To begin the program right, there was a song entitled "Stand Up For Jesus," by the entire group. The roll was called and all but two of the members were present. There were six visitors from Cottage No. 2 and they participated in the program.

There were speeches as follows: (1) "Is Your Bible Really Yours?" by James Eller and John Fine; (2) "For Time and Eternity," by Robert Hensley; (3) "His Bible," by Robert Flinchum; (4) "I Carried the Bible in My Heart" was read by Mr. Iley, as the boy who had the part was absent from the meeting; (5) "The Sermon on the Mount," by Jack Willis.

After these speeches there was a discussion based upon the lesson, which was followed by a song, "The Old Rugged Cross," and the closing prayer was by Ned Metcalf. The group was then dismissed by Mr. Iley.

B. T. U.—Junior Group II

By Theodore Young, 5th Grade

At the beginning of the meeting there was a song, "Jesus Call Us," by

the entire group. After this there were sentence prayers by Earl Gilmore, Earl Greene, J. C. Cayton, Billy Ray Daye, Harry Thompson and Melvin Radford.

Next on the program there were speeches by the following boys: (1) "The Bible, a Treasure Chest," by Herschell Duckworth; (2) "The Bible Tells of Creation," by Joe Mitchell; (3) "The Bible Tells of Jesus Love," by Billy Ray Daye; (4) "The Bible Tells of God's Plan for Our Lives," by Earl Gilmore and J. C. Cayton; (5) "The Bible, a Book of Victory," by Clyde Wright.

After the speeches, Mr. Isenhour went over the parts again and told us what each one meant. There was a lot to learn about all of them. Following this, there was another song, "Jesus Saves," by the group.

Immediately after the closing prayer, which was made by Mr. Isenhour, the group was dismissed.

B. T. U.—Junior Group I

By James Sneed, 3rd Grade

First on the program was a talk which was made by Mr. Snyder. Next, the boys had sentence prayers, in which many of them took part.

The next part of the program was taken up by speeches. These speeches were: (1) "The Bible, a Treasure Chest," by David Eaton; (2) "The Bible Tells of Creation," by Charles Cox,"; (3) "The Bible Tells of Jesus' Love," by Charles Alexander; (4) "The Bible Tells of God's Plan for Our Lives," by David Brooks; (5) "The Bible, a Book of Victory," by Leroy Wilkins.

After a closing prayer the group was dismissed.

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BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of February 18, 1945

Feb. 18—Leroy Wilkins, Cottage No. 6, 12th birthday.
Feb. 20—R. V. Hutchinson, Cottage No. 15, 15th birthday.
Feb. 22—William Brooks, Cottage No. 3, 15th birthday.
Feb. 23—Thomas Ruff, Cottage No. 4, 16th birthday.
Feb. 23—John Linville, Cottage No. 9, 14th birthday.
Feb. 23—Clyde Lee Hoffman, Cottage No. 6, 11th birthday.

A PHILOSOPHY OF A TRAINING SCHOOL

(Selected)

Recently Mr. Herbert D. Williams, superintendent of the New York Training School for boys, delivered a very significant address at the National Conference of Social Work in Cleveland, Ohio. This address is so full of wisdom and sound advice that it should be read and studied by every person connected either directly or indirectly with training schools in the United States. It represents the thinking of a training school official who is recognized as a profound scholar in his field, one who has a rich background of successful experience, and one who has a modern, progressive viewpoint.

It is our purpose in this article to present for our readers some of the salient points of Mr. Williams' address, hoping in the meantime that we may not do violence to his fine discussion.

1. Definition of a training school:

"A training school is a specialized boarding school established for the purpose of understanding, re-educating, and re-training the child who is in conflict with accepted standards of social living, but who is not defective, psychotic, or physically disabled, although he presents problems of maladjustment so extreme that he needs to be removed from the community for his own protection, or for the protection of persons and property in the community.

2. The school plant:

"Only recently have architects begun to fully appreciate the unique uses of various buildings in an institutional setting. A great many training school plants have been outmoded by the developements in training school programs and there is a tendency for the plant, because it is largely rigid and inflexible, to restrict the various types of program improvements which come along. Flexibility in construction such as is found in office and commercial type buildings has been conspicious by its absence in training school buildings. . . . . .

There is a growing recognition of the need for individual rooms in cottages. With recent developments in construction, it is possible to build cottages with some dormitory and some room facilities which may be changed as needs arise.

3. The training school staff:

"Among the qualifications most essential in a training school staff are the personality attributes which the staff possess. Among these, we would list a liking for and an understanding of children, a buoyant optimism which rules out discouragement and defeatism. This should not be confused with sentimentality which makes it possible to see behavior objectively. As we see it, one of the most important qualities of a staff member in a training school is the ability to disapprove of objectionable behavior without at the same time rejecting the child who engages in such behavior. In other words, we must learn to disapprove of specific deviations from acceptable standards of conduct but continue to work for and encourage the development of the better qualities found in all children. We must also search for the causes of

their deviations and not become emotionally involved when they appear. This is one of the most difficult attitudes to develop and yet it is one of the most essential. Above everything, we must not carry over from day to day resentments against children who do objectionable things. It is generally conceded now that children are more influenced by attitude and example than by "preaching." This does not mean that a child should not be corrected or disciplined when he engages in objectionable behavior. It does mean that he should never get the feeling that he is disliked. Every really objectionable act should result in objective and unemotional correction. Each such act furnishes an opportunity to do some contructive training if we can remain impersonal and unemotional. We believe that this is the way to train children and give them good standards of conduct. When we become involved emotionally and personally in our discipline, it loses most of its training effect and becomes, in the eyes of the child, a kind of inductive, revengeful action on the part of the staff member who engages in it. Above everything, we must give the child a feeling of always being fair. Children and adults respond to this feeling a in surprisingly constructive manner.

4. Purpose of a training school as it relates to the boys:

"Instead of treating physical or mental diseases, the training school has for its primary purpose, the adjustment of behavior maladjustments. It takes children who are so seriously maladjusted in the community that they can no longer be properly cared for, or tolerated in the community. It is expected to keep the child for a period of time suficiently long to overcome the social maladjustment and to retain him in acceptable standards of community living. We know now that some youngsters are so seriously disturbed, either because of pathological emotional or physical conditions, that the training school is unable to successfully rehabilitate them. . . . . .

"As a matter of fact, behavior problems may be more complex and more difficult than either medical problems or mental disease problems. The general public apparently feels that medical and mental disease problems are frequently beyond the control of the patient, whereas behavior problems are a matter of will-power and self-control. We are expected to bring about a change in the attitude of our patients and make them want to do the proper thing. . . . . .

"Generally speaking, however, we should look for the satisfactions which a child derives from any particular kind of behavior. This may mean that we must go back into the early history of the child and find out the origins of these satisfactions. I think our philosophy of a training school should always include an emphasis upon the need for studying each child and attempting to understand what makes him "tick." Without this understanding, our treatment will take on a hit-and-miss character which is likely to prove fruitless, if not downright harmful. . . . . .

"There are some of them for whom we do not know what to prescribe. We try out various things. Sometimes the results are disastrous. With increasing knowledge about the causes of some behavior problems, perhaps we can give them the kind of treatment which will be effective. We

should keep ourselves continually on the alert to find new and better ways of treating the problems which these boys present. That is a part of our basic philosophy. . . . .

"We have come to the conclusion that repression is a poor substitution for an active, wholesome interest in some activity. This applies to adults, but it applies even more to children. They have such a drive for activity of some kind. Their muscles cry out for action. Time after time in our experience, we have seen boys change from institutional nuisances to desirable members of the institutional population, when their interest in some line of work of activity has been aroused. With one boy, it has been an interest in painting; with another, it has been an interest in the pigs; with still another, it has been an interest in some hobby activity which absorbed the energies formerly directed toward making himself a pest in the School. If we can find some wholesome interest and help the boy to become absorbed in the appropriate activity allied to that interest, we have gone along way toward rehabilitating that youngster. Our most successful instructors, boys supervisors, cottage parents, are those who are constantly on the alert to discover some wholesome activity in which the boy can become absorbed. Generally speaking, children tend to take on the interests and enthusiasms of the adults around them. If the supervisor has no interest, enthusiasms, or hobby, he is not likely to infect the children under his care with any enthusiasm or hobby. . . .

"Example is a more potent influence than all the talk in the world. By this we mean example in attitude, example in interest, example in language, in manners, in dress, in honesty, and all of the other components which go to make up a desirable personality. Sometimes we see persons with strong personalities with only one or two weaknesses which detract from those personalities. Unfortunately, youngsters are quite likely to identify those weaknesses with that strong personality and copy the weaknesses without realizing that they really detract from the strength of that personality. We know persons on our staff who are strong, rugged, outgoing likeable individuals, but who are addicted to profanity or some other objectionable habit. The boys are quite likely to confuse the bad habits with the desirable characteristics and they may even think that the bad habits is the essence of the likeable personality.

5. The clinic department:

"The Clinic has the responsibility for receiving the child, giving him some understanding of the school, making his entrance to the school a pleasant rather than an unpleasant experience, and getting him settled in the Reception Unit, which is a part of the Clinic. After that, it is the responsibility of the Clinic to make a complete study of the kind of child with which we are dealing. We expect the Clinic to make an inventory of his physical, mental, educational, emotional assets and liabilities. We expect the Clinic to find out what kind of material we are working with, what the child's needs are, how he thinks about things, how he feels about things, how we can best approach him to bring about improvement. It is in the Clinic that the workers are given time to sit down and talk with the child, to explore his reaction to life and to prescribe the kind of treat-

ment which the rest of us should give to overcome his delinquent and objectionable behavior.

6. The function of cottage life:

"Time was when cottage in training schools were looked upon as substitute homes. Each cottage was supposed to represent a home and was expected to conform to most of the characteristics of a home. More recently, it has been recognized that there are too many dissimilarities between a cottage housing thirty boys, of approximately the same age, and the average home housing four or five of different ages. We are now beginning to think of the cottage more in the light of a residential club where sympathetic, understanding and intelligent directors supervise, plan for, and provide varied activities in which children can participate. Not the least important, by any means, is the capacity for organizing wholesome, interesting, and varied recreational activities. These directors are also expected to train the children in certain household tasks, develop good table manners, insist upon cleanliness, neatness, and other personal hygiene habits. There being so many boys, it becomes necessary to have certain house rules as is done in good residental clubs. In addition, the house parents are expected to be sympathetic and understanding to children in need of sympathy and understanding. They are expected to be counselors and friends . They are expected to maintain a constant interest in each one of their charges.

7. The functions of the Educational Department.

"We feel that the Educational Department embraces the academic, vocational, and formal recreational program of the training school. We think it also involves vocational counseling. But above all, we look upon it as being primarily concerned with helping to overcome the suspicion, distrust, and lack of interest for the cultural side of life. Most children in training schools are retarded in school achievement and manifest dislike for school. We expect the school department in a training school to overcome this dislike and to develop some interest in reading and in vocational and recreational activities. We particularly expect the school to discover interests, hobby and vocational aptitudes, which may be used to bring about a better adjustment in the child's social living.

"More specifically, we expect the school department to explore the educational assets and liabilities of the child. We expect this department to give remedial work in the school subjects, reading, writing, arithmetic, spelling whenever needed. We expect the school department to develop various interesting projects which will serve to provide outlets for the specialized abilities which the child may have. We expect the school to aid the child in making a better group adjustment so that he can get along better with other boys in a group. We expect the school department to develop interests and skills in educational, vocational, and recreational activities. We expect the school department to begin where the child is in his educational development and gradually assist him in making further progress ni his cultural, vocational, and recreational development. All of this involves a great deal of individual work, a great deal of patience, and an increasing understanding of the educational needs of educationally handicapped and retarded children. We be-

lieve that the Educational department of a training school should be able to take the retarded children of normal intelligence and bring about surprising progress. We think this can be done if interest and ingenuity, patience and an individual approach characterizes the work of the school department. . . .

In our philosophy, the recreational division has a very important function in developing wholesome substitutions for the delinquents' use of leisure time. We think it should provide group and individual outlets for the energies of children. It should above all develop a sense of sportsmanship, fair play, and give children a feeling of achievement in these spare-time outlets. Along with this will go an improvement in buoyant, good health, better social relations and a greater satisfaction in daily living.

8. The place of religious and moral instruction:

"We have a strong conviction that the training school child is at the age when children are most likely to be responsive to a religious appeal. We think that well-trained, devoted chaplains can be of inestimable value to a great many of the children in training schools. We believe that they, like the Clinic workers, can be of assistance to the group workers in the training program of the school. We think that the religious program of a training school can be much more effective with a maximum of informal, individual work by the chaplains with other members of the staff and with individual boys. This may reduce the amount of formal religious services and instructional but, in our opinion, will increase the effectiveness of the religious program.

9. The Social Service and Aftercare Department.

"We believe that the Social Service Department has the responsibility for bringing to the Clinic and the school, the important and pertinent information regarding the background and personal history of the child. We expect Social Service to make available for us, information about the family, the neighborhood, the School, and the various influences which have played upon that child and which have affected his behavior. Using an analogy of a growing young tree, we expect Social Service to tell us about the ancestors from which the young tree sprung.

We also expect Social Service to work with the child and help him gain insight into his reaction and the reactions of the parents, or other relatives with whom he was in conflict. We believe that it is the responsibility of Social Service to begin work with the child and his family as soon as the child is committed to the training school. We believe that Social Service has a responsibility for improving the relationship that exists between the child and his family, by visits to the home and with the child, by visits of the child to his own home, by checkups on the home following visits, and by helping the home and the child to better understand each other. In addition to all this, Social Service has the responsibility for supervising the child on his return home. It is to Social Service we look for making school arrangements, for finding jobs, for finding recreational opportunities of a wholesome sort, for guidance and counseling, for returnig the boy if his adjustment becomes too unsatisfactory. These are some of the respon-

sibilities which in our philosophy belong to Social Service and which completes the job which the training school has started.

10. Conclusion:

"One final work about our philosophy, and that has to do with the close coordination and integration of all of these various departments, so that there is no working at cross purposes, and so that all of our energies are mobilized to work for the better adjustment of each boy. Our philosophy implies that these departments exist only for the purposes of organizational convenience. They should never be thought of as in conflict. Everybody must work together to get results. We must all have the same objective in mind. It is almost like an amphibious operation in which planes, ships, tanks, parachutists, infantry, pilots, engineers, doctors and all of the others must work together in an attack on a particular objective. In the same way, we must concentrate all of our efforts on the problem of the maladjustments which are found in our boys.

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WASHINGTON'S BIRTHDAY

'Tis splendid to live so grandly
That, long after you have gone,
The things you did are remembered,
And recounted under the sun;
To live so bravely and purely
That a nation stops on its way,
And once a year, with banner and drum,
Keeps its thoughts of your natal day.

'Tis splendid to have a record
So white and free from stain
That, held to the light, it shows no blot,
Though tested and tried amain;
That age to age forever
Repeats its story of love,
And your birthday lives in a nation's heart
All other days above.

—Margaret E. Sangster.

WHERE WASHINGTON BADE FAREWELL TO HIS OFFICERS

By Evelyn Thorp

On a back street in downtown New York stands an old building of historical interest which has occupied its site for more than two centuries. This is something of an achievement, indeed approaches a phenomenon in New York City where ground space is at a premium and land has a value equivalent to gold.

Though lower Manhattan Island is filled with associations of our early history, the landmarks of our romantic past that actually remain are pitiably few. And so it is with a thrill of delight that one who loves the old days and the old ways come upon a significant building that endures.

Fraunces Tavern is one of these few. It is probably the oldest building in New York City and its historic significance is important for it was the "long room" of its second story that Washington bade his officers a tender farewell and hallowed forever the memories that linger there.

Why Fraunces Tavern should be among the few remaining historical buildings when many others of equal distinction have long since vanished is a question to which we have no adequate answer. It may be because it was substantialy built against the ravages of time or because it has been successfully useful or, more probably, because it has not happened to be in the line of the city's growth. Usefulness perhaps, as much as any one feature tends to prolong the life of an old building. It was so with St. Paul's Chapel which has stood on lower Broadway, in a verticle hotbed of commercial activity, for 163 years and been in continuous service as a chapel of worship. Had Fraunces Tavern been neglected and abandoned, it probably long since would have yielded its place to another.

The building is situated near the southeast point of the island toward the East River which in the beginning of the settlement was the best side and for many years the city grew toward the north on the eastern shore of the island, which is contrary to the situation today. In the last century the unpromising marshy lands on the Hudson River shore of the island have been filled in and this section forms now the area of greatest growth.

Built in 1719 as a mansion for the distinguished and wealthy de Lanceys, it was one of the finest residences in the town and lay in a beautiful and fashionable district. Not far from this site in the same section of the city was the country's first White House which domiciled George Washington during his first term as President. A bronze plaque that now adorns the western end of Brooklyn Bridge to commemorate the fact that a site at that point once was the home of our first President, is all that remains as a reminder of No. 3 Cherry Street.

The beautiful de Lancey home was, for fifty years the scene of brilliant social life and a galaxy of lovely ladies in billowy gowns and powdered coiffures attended by charmingly chivalrous escorts enjoyed the hospitality of the mansion presided over by a gracious and popular hostess. But its

history-making career began in its tavern days which followed the domestic regime.

When in 1762 this magnificent home ceased to be a residence, it was disposed of by auction sale to Samuel Fraunces, a West Indian of established reputation as a restauranteur. Fraunces had kept an inn in New York since 1755 and was consequently well known and of proven popularity.

Black Sam, as Fraunces was familiarly called because of his smarthy complexion, opened his inn "de luxe" as "The Queen's Head" named in honor of Queen Charlotte, the young wife of George III. At the same time he announced that "dinner will be served daily at half past one" doubtless the fashionable dinner hour of the period.

The Queen's Head immediately became the most popular place in town. The city's elite came from their nearby homes to eat one of Sam's good dinners; it was the favorite scene of society's banquets and balls and proved a comfortable and convenient meeting place of groups of citizens for discussion of various topics of the day, some of which resulted in permanent organizations. In 1768 in the long room, was organized the New York Chamber of Commerce, consisting of twenty-four importers and merchants. And here also was organized the Committee of Correspondence which was primarily instrumental in bringing about the formation of the Continental Congress. During the next century the New York Yacht Club was organized in 1844 and in 1883 was organized the Sons of the Revolution. Many of the most famous men of the early days congregated in this room for reasons cultural, social and patriotic.

After three years as the sucessful host of the Queen's Head, Black Sam in 1765 gave the management of his popular inn into other hands while he himself went over to the newly developed western side Manhattan to operate Vauxhall Gardens, a place in growing favor for social meeting and refreshment. It was here, too, that "for four shillings magnificent wax figures were exhibited."

Vauxhall Gardens flourished under Sam's guidance for nine years and then he began to long for the Queen's Head. Interesting things were happening at the Queen's Head. It was an important period and the inn was the scene of many exciting meetings. The spirit of independence was waxing high, the Colonists were growing restive and the discussions between the liberty patriots and the loyalists were warm. The long room became a hotbed for the seeds of liberty which were planted and nourished there. It was here that the Stamp Act was discussed. And it was here that the Sons of Liberty and the Vigilance Committee held their meetings in 1774 to protest against the landing of tea from the ship London at the East India Company wharf nearby. The patriots who were present at this meeting marched en masse to the dock and threw the cargo in the river, bidding the captain to head his empty ship homeward at once. His unsung tea party of New York harbor occurred in April after the history-making party of Boston. These were the things that stirred the patriotic blood of Black Sam. He wanted to be in the thick of the fight and so returned to the Queen's Head in 1774 to be the host and interested onlooker of such momentous affairs.

In August of this year 1774 the Massachusetts delegates to the Con-

tinental Congress were entertained by the New York Delegates at a banquet in the long room of the Queen's Head. This is referred to in the diary of John Adams as "the most splendid dinner I ever saw; a profusion of rich dishes, etc." The next spring John Adams and the Massachusetts delegates to the Second Continental Congress stopped there over night on their way to Philadelphia and they were received with great enthusiasm and attention.

In 1775 a group of college students led by Alexander Hamilton, went by night with some rebel soldiers to the Battery, secured the guns and ammunition of the grand battery connected with the fort there and fired on a government barge in the river. H. M. S. Asia, which was "then bullying the town," replied with a broadside aimed at the Queen's Head, which was known as the favorite gathering place of the rebels. A heavy shell pierced its roof and another struck close by. The former was treasured and exhibited in the tavern for more than a hundred years as one of the only two hostile shots that ever touched New York.

During 1775 Fraunces offered the tavern for sale but failing this, continued its operation until the next year when the British army entered New York and took over the Queen's Head for its own usage.

It is certain that Black Sam chose to champion the side of liberty. Some writers claim that in 1776 he abandoned his property and joined one of the sixteen regiments under Washington, for seven years loyally serving with the army. Others claim that he did not leave New York for military service, but give him full credit for valiant aid to the patriots. What the truth is we do not know, though there seem no doubt about the fervent loyalty with which he upheld the cause of independence.

When the victorious army marched down from the north, they found a much war-ridden little city, with business gone and homes and churches desecrated and many familiar buildings destroyed by a great fire.

Samuel Fraunces was one of the fortunate ones for the Queen's Head had been spared and he could with little loss of time, after the eviction of the British, take up his old work. He was more than eager to do so for the beloved Washington would be coming down to the city shortly and the Queen's Head was the most likely place for him to stay. Sam's heart must have swelled with pride and joy as he made ready for the great man this hero of the hour, so beloved by all his countrymen.

On November 25, 1783, Governor George Clinton gave a dinner at the tavern under the direction of the popular Sam to the commander-in-chief and the French Ambassador, Chevalier de la Luzerne and other officers after the triumphal entry of the retiring warriors to the half-ruined city. It was a great occasion, nearly the greatest in Black Sam's life. On this occasion an observer has recorded that Washington "looked considerably worn but happy." Following the banquet thirteen toasts symbolical, it is supposed, of the thirteen victorious colonies, were given, of which the first and the last were notable. The first toast was "The United States of America" and it must have thrilled them all to realize this successful culmination of their efforts in war. The phrasing of the thirteenth toast was fraught with

real significance, "May this day be a lesson to Princes." In the evening the Queen's Head led the little city in a brilliant illumination, bonfires blazed at every corner while General Washington and Ambassador Luzerne as their contribution to the general joyousness of the occasion, superintended a display of fireworks on the nearby Bowling Green.

From that date the Queen's Head on Queen Street became Fraunces Tavern on Pearl Street and so it is today.

Ten days after the evacuation occurred the great event of its history. In the long room George Washington, commander-in-chief of the American Army, and his generals and aides met for the last time as fellow soldiers in the army of the Revolution. It was a solemn moment for General Washington was much beloved by his men and he in turn felt great affection and gratitude for the leaders who had stood by him and loyally aided in his campaigns. And now, through their combined efforts, American independence being achieved, these men held so long in a common bond must go several ways. It was Washington's plan to leave at once, surrender his army commission and return to the quiet domesticity of Mt. Vernon whose peace and contentment he had sacrificed for the uncertain vicissitudes of war.

A description of the tender scene of the farewell has been recorded by Col. Tallmadge, one of Washington's favorite aides, and helps us to realize the bond of affection that existed between Washington and his associates. It reads as follows: "We had been assembled but a few minutes when his Excellency entered the room. His emotion too strong to be concealed, seemed to be reciprocated by every officer there. After partaking of a slight refreshment amid almost breathless silence, the general, turning to his officers said, 'With a heart full of love and gratitude I must now take my leave of you. I most devoutly wish that your latter days may be as prosperous and happy as your former ones have been glorious and honorable. The general feelingly added, 'I cannot come to each of you to take my leave but shall be obliged to you if each will come and take me by the hand.' General Knox being nearest to him turned to the commander-in-chief who, suffused in tears, was incapable of utterance, but grasped his hand when they embraced each other in silence. In the same affectionate manner every officer in the room marched up, kissed and parted with his general in chief. Such a scene of sorrow and weeping I had never before witnessed and I hope I may never be called upon to witness again. Not a word was uttered to break the solemn silence that prevailed or to interrupt the tenderness of this occasion. The simple thought that we were about to part forever from the man who had led us through a long and bloody war, and under whose conduct the glory of independence of our country had been achieved and that we should see his face no more in this world seemed to me unsupportable. But the time of separation had come and waving his hand to his grieving children around him he left the room and passing through a corps of light infantry who were paraded to receive him, he walked silently to the Whitehall Ferry where a barge was waiting. We all followed in mournful silence to the wharf where a prodigious crowd had assembled to witness the departure of the man who, under God, had

been the great instrument of establishing the glory and independence of these United States. As soon as he was seated, the barge put off in the river and when out in the stream our great and beloved general waved his hat and bade us a silent adieu." It is an interesting fact that the Sons of the Revolution, the society which gave back to us the restored tavern, now own this diary of Colonel Tallmadge.

It is a thrilling thing to revision that triumphant hour when assembled in the historic room of this renowned tavern were nearly all of the greatest military leaders of the American Revolution and to remember that this distinguished gathering formed the curtain scene of America's long fought war for independence.

Little did Washington suppose, when after the tearful leave-taking he walked sadly to the ferry, that within six short years the scene would so graciously change and that he would alight from a gayly embelished barge at this same port amid the cheers and acclaim of the populance gathered, as the unanimously chosen President of the United States. It is to this fact Samuel Fraunces owes one more fling at the pages of history.

In 1789 when President Washington was establishing his household at the first White House on Cherry Street, he bethought himself of his old tavern host as a likely person for the position of steward of the presidential household, in which capacity Black Sam served his eminent master both in New York and Philadelphia.

Sam was undoubtedly eager to place on his master's table the best that the markets afforded and an amusing incident is related as occuring between Sam and his employer. One day steward Sam placed before his chief a fine shad from the first catch of the season. President Washington inquired the price, "Three dollars," replied Sam. "Take it away!" returned Washington. "It shall never be said that the President indulges in luxeries so expensive as this."

Even after Black Sam had given over into other hands the management of the tavern there occured another and the last illustrious memory for the Long Room of the historic tavern as with great dignity it retired from the historic scene. On February 2, 1790, the Supreme Court of the United States was opened in the city of New York in the presence of national and city dignitaries of many gentlemen of the bar, members of Congress and a number of leading citizens. "In the evening," continues the chronicler, "the Grand Jury of the United States for the District gave a very elegant entertainment in honor of the Court at Fraunces Tavern on Broad Street. The liberty displayed on this occasion and the good order and harmony which prevailed gave particular satisfaction to the respectable guests."

The old days have gone but the tavern has never lost the name of its genial and liberty loving host and from the day when he first hung out his sign, it has been open continuously as a house of public entertainment. For many years it was run as a first class hotel, but in the 50's began to degenerate until in its later days it became but a common saloon.

On December 4, 1883, the 180th anniversary of the farewell was celebrated in the very room where it had taken place a century earlier. The assemblage gave memorable significance to the evening's gathering by

formally organizing themselves into the Society of the Sons of the Revolution. Four years later a committee of this organization made unsucessful attempts to acquire the tavern as its own possession. It was not until 1904 that they were able to purchase the building and two years later began its restoration.

During the years that Black Sam had disposed of it, the building had changed hands many times with consequent changes in its appearance inside and somewhat, outside. It was the purpose of the Sons of the Revolution to restore it to its colonial appearance. This required exceedingly careful study of the building itself and old prints of the building that still existed and considerable thought and labor in getting together the necessary builder's supplies. The Broad Street side of the tavern had been made of yellow Dutch brick from Amsterdam and the Pearl Street side of red English brick. To match these bricks where they needed replacement formed something of a problem but it was one with which the Sons were ultimately able to cope. The yellow brick could not be found in America but good fortune favored them by revealing that these seventeenth century bricks were being made in Holland, near Rotterdam. Fourteen thousand of them were forthwith ordered and dispatched in a hurry in packing cases.

Fortune favored them again in securing the red bricks though it was a simpler matter than the importation of the Dutch bricks. Old houses of the same period were being razed in Baltimore and these small red bricks were available for the Sons at just the right time.

The original hewn timbers above and below the Long Room were all retained and every brick and piece of lumber was left in place. The fireplaces were restored and the present appearance of the building is practically the same as when George Washington, both as general and President, frequented its rooms.

On December 4, 1907, the 124th anniversary of the farewell, the building in its original form was dedicated and formally occupied by the Sons of the Revolution, where they have since had their club rooms and now maintain an interesting museum of relics pertaining to Revolutionary times and to the great personages, memories of whom linger there.

During the period before restoration vandalism played havoc with its early mementoes. The cannon ball that pierced the roof and the historical round table which was used on the occasion of the farewell have both disappeared. But there is, however, in the Long Room a handsome long table constructed from splendid old beams which were removed from the lower story on an earlier attempt at some repair work.

———:———

The past without progress availeth little, but progress built on a solid past makes dependability.—The Barker.

FIRST OF WASHINGTON'S BIRTHDAYS

By Julia W. Wolfe

In looking over an old copy of the Gazette of the United States, dated February 27, 1790, we read: "The public prints from all quarters contain accounts of the celebration of the birthday of the president of the United States." It is evident that this first observance of the date was spontaneous and countrywide. This same paper in its next issue carried an "Ode, for the Birthday of our President." A few days later it reported that a ball had been held in Alexandria, Virginia, on the evening of February 11. This was probably the earliest public recognition of the anniversary. 1790 was the first year of Washington's term; this was when he was living in New York City, and it was the only birthday he spent in that city.

We all know that February 11 was of course, the day of the month on which Washington was born, but the change in the calender in 1571 moved the date eleven days forward. Washington himself accepted the late date, and just why his neighbors in Alexandria kept the old date is not clear.

In New York the church bells were rung and an artillery salute fired. The dairy of Senator William Maclay of Pennsylvania tells us that Congress considered an adjournment so that its members might have an opportunity to call on the President and pay their respects, but the plan was abandoned for the reason that Washington was in process of moving his residence from Cherry street to Broadway. His dairy for the day says: "Monday 22nd. Set seriously about removing my furniture to my new house. Two of the gentlemen of the family had their beds taken there, and would sleep there tonight."

But in Philadelphia the next year there was no "movin' day." The Pennsylvania Gazette carried the following account of the observances of the day: "Tuesday, the 22nd, being the anniversary of the birth of the President of the United States, when he attained to the 59th year of his age—the same was celebrated here with every demonstration of public joy. The Artillery and Light Infantry at 12 o'clock paraded; and a Federal salute was fired. The congratulatory compliments of the members of the Legislature of the Union—The heads of the Department of State—Foreign Ministers, officers, Civil and Military of the State—the Reverand Clergy, and Strangers and Citizens of distinction, were presented to the President on this auspicious occasion."

The minutes kept by the Society of the Cincinnati tell us: "Congress adjourned for the afternoon and the local members of the Society of Cincinnati, wearing their eagles, called in a body upon their President General."

In Philadelphia in 1792, in addition to other features marking the birthday, there were two balls in the President's honor, on February 21 and 22. The first was given by the City Dancing Assembly, an organization founded in 1748 and still in existence. The other was held by the New City Dancing Assembly, a rival society. The President and Mrs. Washington attended both, perhaps because they did not wish to offend either side. It must have been quite a strain on the President, accustomed to retiring

every night by ten o'clock, since he remained at each "until long after midnight." However, he seems to have enjoyed them, although he did not dance. Incidentally, it was said that he did not dance because the First Lady did not do so; but there are records that he danced at a ball given shortly after his inauguration in 1789.

This kind of celebration continued during the years he remained in Philadelphia and he never failed to attend. Always, too, the military companies paraded and fired a salute. By 1793 his birthday had taken on all the aspects of a popular, although not official, holiday. The New York Historical Society has a copy of Dunlap's American Daily Advertiser for February 23, 1793, and it states: "All the shipping in the Harbor had their colors hoisted out, and the bells of Christ Church rang peals every half hour during the day. . . . In the evening there was an elegant ball at Oeller's Hotel."

In Washington's Dairy for February 22, 1797, he says: "Rain in the Night, cloudy forenoon with the Wind at East, afterwards at S. W., clear, very fine, went in evening to an elegant entertainment, given on my birthday." The American Daily Advertiser says of the affair: "For Splendor, Taste and Elegance (it) was, perhaps, never excelled by any entertainment in the United States!"

Washington was to retire from the presidency in less than two weeks; since this was the last birthday he would spend in Philadelphia, the ball was really a farwell party. It would seem that the reception he received there certainly could have left no doubt in his mind regarding the affection and respect which everyone felt for him. Those were the happy birthdays, but in those unmarked birthdays, especially of the year 1776, when only gloom prevailed, he proved himself worthy of the love later lavished upon him by a grateful people. Every year we turn to him in reverence and faith.

SOME CHURCHES WHERE WASHINGTON WORSHIPPED

By Clarence Huffman

George Washington attended church services under many circumstances and in many parts of the country—sometimes when he was at home at Mount Vernon, when he was fighting during the dark days of the Revolution again while he was busy with the many problems that always come to a new ruler, especially one connected with a new form of government.

Many churches Washington attended only once or twice, as he might be in a certain town just a day or two. At others he was a regular worshiper. One of these was Old Falls Church at Old Falls Church, Virginia. It was named after the Little Falls of the Potomac and was closely connected with the history of five wars.

Washington attended services here at least four times every year. A special pew, it is said, was always reserved for him and the location is still pointed out, although years ago

the original floor and pews were destroyed. A bust of Washington stands near the pulpit and at the rear is a copy of his portrait, which was made by the great painter Stuart. Tablets along the roadside and on the church itself tell that he attended services here.

Just across from Mount Vernon stands St. John's Church at Broad Creek, Maryland. In Washinton's time it was called Old Broad Creek Church and often his slaves rowed him across the Potomac in an eight-oared barge to the services there. After the meeting was over, it is said that Washington liked to linger to talk to the rector and members of the congregation before starting back to Mount Vernon.

Pohich Church, near Alexandria, Virginia, was planned by Washington himself. The first building was a frame one and was erected about the time of Washingtons birth. His father, Augustine, became a vestryman here three years after that date or in 1735.

To Washington falls the credit for selecting the site of the present building the site of the present building. When it was found necessary to erect a new church, some of the members wanted it placed upon the site of the old one. Washington, however, drew a map of the parish, showing where every member lived. He recommended that the new church be placed near the center of the population. His suggestion was adopted and, as a result, the building was two miles nearer his home than before. Daniel French built the church, but Washington spent much time in overseeing the work.

The cost was 887 pounds and, after three years, the building was ready for services. Washington, when the pews were auctioned off, purchased two of them, one for himself and the second for his guests. He rode to services here in the family coach, which was sometimes drawn by four horses and, at other times, by six. The postilion riders were in livery.

The rectors of this church were often guests at Mount Vernon. One of these was the Reverend Mason L. Weems whose "Life of Washington," is now considered to be in livery.

Another church frequently attended by Washington was Christ Church in the old town of Alexandria, Virginia. It was commenced in 1767 and completed in 1773. When the pews were sold, he bought one of them. He also gave the brass chandelier, which is still in use. During the Civil War, the original silver plate, marking Washington's pew, disappeared and has never been located.

Colonel Philip A. Marsteller, one of Washington's pallbearers, is buried in the churchyard. The family Bible, used at Mount Vernon, was given to the church by George Washington Parke Custis, Washington's adopted son, in 1804.

In Evangeline, Longfellow mentions "the chimes from the belfry of Christ Church," which Evangeline heard just before she discovered her lover. This old church in Philadelphia was built in 1727, but there was a church organization over thirty years before that date. From 1790 to 1797 President and Mrs. Washington attended services in this lovely old church, which has had many noted members and possesses much historic furniture and silver. Iater, their pew, number fifty-eight, was sometimes used by President Adams.

When Washington first became prisident, the national capital was in New York City. In that city he attended St. Paul's which stands on Broadway and were is buried General Montgomery, killed at Quebec. After he had taken the oath of office on April 30, 1789, he came to this church with both houses of Congress for special thanksgiving services. Just a few days after the inauguration, Washington with many public officials attended the commencement exercises of Columbia University here. His pew remains as it was and is marked by the Coat of Arms of the United States on the wall above it.

THE COMMON TOUCH

(The Boys Banner)

The greatness of Washington and Lincoln, who are being lauded everywhere this month, lies not only in the big things they did, but also in the common, every-day acts of their lives. There is something Washington and Lincoln posessed which has endeared their names to millions, but was unknown to Caesar, to Alexander the Great, to Napoleon, and to hundreds of others who have achieved fame but failed to win the admiration and respect of the masses. That one thing was the common touch.

Washington displayed it at Valley Forge time and again. Well illustrated in the incident of a group of recruits building a shelter under command of a sergeant and corporal. These two were exhorting a squad straining at a heavy load, unable to move it. A cloaked figure came by, stopped and helped the men lift the heavy timber in place. Then turning to the two subalterns he asked, "Why didn't you help those men lift the logs?" Whereupon, they replied with the haughtiness only a "noncom." can command: "We are officers; one of us is a sergeant, the other a corporal." Calmly Washington returned, "I, am only a general."

Those recruits whom Washington helped lift the heavy timber did not lose respect for the man who met them on common ground. No, they suffered both cold and hunger, sickness and privation for the sake of freedom, because they had a leader with the common touch. A general who could get down in the dirt and help—and still hold his dignity.

Lincoln, too, kept both his dignity and the common touch when he stated he would gladly hold his tardy general's horse if the general would only win battles.

A greater one than either Washington or Lincoln kept the common touch. He met people on common ground and exampled humility by washing the feet of His disciples. Yet even those who made Him a martyr for all humanity were afraid of His greatness—afraid that He would become temporal king and they would lose their political graft. For the high priests of the church were the political office holders.

When we learn the homely ways of one in a high place; learn that he too, has faults, we feel that we have something in common with him. And if we find that he has not lost the common touch, we are his admirers for all time.

INSTITUTION NOTES

Superintendent Hawfield is spending this week in New York City, where he is attending the conference of superintendents of correctional institutions. These conferences are held annually at the Hotel Pennsylvania.

—:—

"Action in the North Atlantic" was the feature attraction at the regular weekly motion picture show in our auditorium last Thursday night. A comedy, "The Tortoise Wins By a Hare," was shown at the same time. Both are Warner Brothers productions.

—:—

We have recently been enjoying some nice spring weather, which brought about considerable activity on our farm forces. Various agricultural implements are being overhauled and other preparations for the spring planting season are under way.

—:—

Rev. W. D. Tarlton, pastor of McGill Street Baptist Church, Concord, conducted the afternoon service at the School last Sunday. For the Scripture Lesson, he read Hebrews 2:1-4, and the subject of his message to the boys was "Slipping or Drifting."

The speaker began by stating that it is very easy for us to drift with the tide or to be carried along with the wind, but a difficult thing to swim upstream or to proceed against the wind. One of the true tests of courage, he added, was our ability to face against the currents of life. Men are not made to go in the wrong direction, but in many instances, when they start to drift idly along, they do go wrong.

In speaking of drifting, Rev. Mr. Tarlton pointed out some of the dangers of so doing, as follows: (1) In drifting, we always go down hill; (2) When we are drifting we have no control of ourselves; (3) When drifting along with the crowd, we may be sure we shall not come to any good.

Usually, just to drift along leads us to mingle with evil companions, said the speaker, and almost before we know it, we are committing evil deeds. The forces of evil always have traps set for those who are just floating along through life, then when we are caught, we must either lie there helpless or tear ourselves loose.

There is also the danger of losing our self-respect and the respect of others when we are drifting, said Rev. Mr. Tarlton. Our opinion of ourselves becomes greatly lowered. Some people, realizing their failings, simply say they cannot help it, and continue to slip downward, while others brace up, pull themselves together, and, with God's help, overcome all obstacles. Some people are like checkers on a checkerboard, just to be moved around by others. When we drift, people see our feebleness. Some pity us, some despise us and some take advantage of our weakness.

The speaker then told his listeners that a drifter soon becomes the sort of person that others cannot depend upon. People have no confidence in them. There is no important place in life that can be filled by such a person. The saddest thing in the life of a drifter, continued the speaker, is

that when one starts drifting through life, he loses the joy found in serving God. All desire to build character is completely lost, and the idler loses all interest in being of service to his fellow men. If we drift, we cease to have the pleasure of fellowship of those who love the Lord, and we lose our love for Jesus and the many good things he gave to the world.

In conclusion, Rev. Mr. Tarlton told the boys to make the decision right at the moment to give the best they could to every task, and not be afraid to pull against the current. He urged them never to lose sight of the fact that the way to success is uphill and not down, and to strive with all their might to reach the highest possible pinnacle of success.

COTTAGE HONOR ROLL

Week Ending February 11, 1945

RECEIVING COTTAGE

Lawrence Allen
William Batson
Thomas Brantley
Charles Brown
Coy Crabtree
Samuel Deal
Harry Matthews
James Perkins
David Prevatte
Charles Young

COTTAGE No. 1

(Cottage Closed)

COTTAGE No. 2

John Allen
Eugene Bowers
Robert Buchanan
Charles Byrd
Walter Byrd
Robert Furr
Ralph Gibson
Gerald Johnson
Chester Lee
Howard Maness
Harold McKinney
John McLean
James McMahan
Knox Norton
Carlton Pate
Hayes Powell
Marshall Prestwood
Van Robinson
James Sneed
James Stadler
Harlan Warren
Roy Womack
Clyde Wright
Kermit Wright

COTTAGE No. 3

Charles Allen
William Brooks
Thomas Barnett
Craven Callahan
Joseph Case
William Doss
Charles Earp
Earl Greene
Robert Helms
James Hensley
Thomas Hyder
Bruce Honeycutt
A. J. McCraw
Jack Oliver
Robert Peavy
William Poteat
Donald Redwine
William Ussery
Theodore Young

COTTAGE No. 4

Robert Blackwelder
Leonard Bradley
Charles Carter
John Fine
Jack Gray
Eugene Hudgins
Robert Hogan
Roy Miller
Leroy Pate

Thomas Ruff
Edward VanHoy
Eugene Watts

COTTAGE No. 5

Woodrow Davenport
James Gibson
McKeever Horne
Lewis Kerns
Robert Wilkins
William Wall

COTTAGE No. 6

Rufus Driggers
Richard Davidson
Thomas Everhardt
Vernon Foster
Keith Futch
George Marr
Stanford McLean
Nolan Morrison
Clay Shew
Roy Wilkins

COTTAGE No. 7

David Brooks
Carlos Faircloth
John Hill
James Knight
Ned Metcalf
Joseph Mitchell
Jack Phillips

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Fred Coats
Ray Covington
R. C. Combs
Ray Edwards
Edward Guffey
John Linville
Charles McClenney
Edward Renfro

COTTAGE No. 10

William Burnett
Frank Jones
Howard Jones
William Lane
Carlton Morrison
Leonard McAdams
Jesse Parker
Charles Rhodes
Ray Taylor
Thomas Ware
Jack Williams

COTTAGE No. 11

Donald Bowden
George Cox
Robert Gaylor
William Guffey
Fred Holland
Raymond Hunsucker
William Lowery
Arlon McLean
James Phillips
James Ray
J. W. Smith

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

William Andrews
Thurman Daniels
Ervin Ewing
Robert Hensley
Harry Thompson

COTTAGE No. 14

Howard Hall
Lawrence Littlejohn
William Lerschell
William Rogers
Edward Britt
Bruce Sawyer
Grover Shuler
Hubert Smith
Lester Williams

COTTAGE No. 15

Frank Bass
Harold Coffey
William Holder
Kenneth Hankins
William Myers
Robert Rivenbark
Harvey Squires
Clyde Shook

INDIAN COTTAGE

Jack Bailey
Peter Chavis
Frank Chavis
Harold Duckworth
Marshall Hunt
Carl Lochlear
Clyde Lochlear
Leroy Lowery

INFIRMARY

(No Honor Roll)

C 369

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THE UPLIFT

VOL. XXXIII CONCORD, N. C., FEBRUARY 24, 1945 No.8

How the Dental Clinic Operates at the School

(See Page 6)

Published By
THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

THE LAST MILE

I have traveled this land from shore to shore,
And over the hills to the sea,
And I've met with a thousand friends, or more,
Who were wonderful friends to me;
But so many I met soon hurried away,
And so many just tarried awhile,
I wonder how many I'll meet some day
When I travel my last long mile.

For we travel this way only once, they say,
And it would be a wearisome road,
Were it not for the fellows we meet every day
With a smile and a comforting word;
So whenever I think of the friends I knew
Who have traveled their last long mile,
I am happy to know I was one of the few
To comfort them once in a while.

I am told the last mile is dreary and long;
But it really should not be so,
If we all cheer the other good fellows along
In the friendliest way that we know;
For the fellows we help will remember us still,
While they're waiting up there with a smile,
And will welcome us Home, at the top of the hill,
When we travel our last long mile.

While we seldom attain much wealth in this life,
And cannot take it with us we know,
There's a wealth of "Good Will" in this old world of strife
We can share with our friends as we go;
And if we can make this a friendlier place,
By helping each other a while,
I am sure that the Lord, in His infinite grace,
Will go with us the last long mile.

—C. A. Snodgrass

A BRIEF SUMMARY OF THE 22nd ANNUAL SUPERINTENDENTS' CONFERENCE HELD IN NEW YORK FEBRUARY 14-16

The annual meeting of the National Conference of Training School Superintendents was held in New York for three days last week. Attending this conference were leading superintendents of training schools from various states in the union. In all, there were some 40 odd who attended the meeting.

In a brief article, of course, it would be impossible to give a full report of all that transpired. Below I am giving a brief discussion of some of the outstanding sessions. Incidentally, it should be explained that, judging from all the discussion, all the training schools in the nation are confronted with about the same problems. Certainly it can be said without exaggerating that those attending the conference are recognized as the outstanding authorities in this field.

One of the important sessions of the conference dealt with the functions of the academic school or educational program in such institutions. It seemed to be the consensus of opinion of all that whenever boys are mentally capable of successfully doing academic work they should have the opportunity to do it, even though it might involve neglecting other things. In other words, the paramount thing in his training should be the academic school work. There was also a general agreement that the work of the academic school should be closely related and integrated with all the work experiences of the boy—that the academic school should not be isolated as an unrelated activity. There was general agreement, too, that the academic school departments of the institutions should have a superior type of teacher who would be paid according to the prevailing state salary schedules, and also that all school departments should be inspected and standardized by state departments of education.

Another important discussion related to the problems involved in the releasing program. It was agreed that in all schools there should be a reviewing committee so that the problem of determining releases would not be done by one or two persons who might not always know about a boy's attitude and progress, from lack of personal contact and observation. It was thought that each boy's case should be

studied and reviewed periodically after a reasonable length of stay at the school, so that the boy would not be lost among the group. In each case, the boy should have the privilege of knowing the results of the committee's review of his case. If he were not ready to be released then it should be explained to him wherein he has fallen down. By having periodical case reviews, there could be assurance of the fact that the boy with the ready approach and pleasing personality would not be given undue consideration and the other type of boy unfair treatment. In this connection it was indicated that there is a danger both of releasing a boy too soon, before he has made genuine progress, and of keeping him too long, so that the results from the training are greatly diminished. It was explained that the fundamental considerations for release must be a boy's general attitude toward life, his ability to control himself, his willingness to accept responsibilities in a social group, the possibility of his getting adequate help after his release, and his progress in the academic school. It was explained that in a sense every child should be considered as an individual. All would be treated alike in that they would have their own individual cases considered on an individual basis. It was further explained that all standards and objectives should be flexible and there should not be too much standardization.

With reference to releasing boys, it was also agreed that always the dominant factor should be how well the boy has adjusted himself within the school and how much actual progress he has made. In some instances, it might be necessary to consider the seriousness of the pre-commitment offenses and the length of time of the boy's previous delinquency, but, after all, in granting a boy his release these factors should be held in the background, and for each boy the time he enters the school should be for him a new beginning.

The question of extra-curricular activities was discussed quite at length. The group generally agreed that there is need for an adequate amount of recreation in the way of sports, games, band training and Scout work. In this connection, however, it was stated that no school should be regarded as a three-ring circus in which pure entertainment is the predominant viewpoint. A good many schools explained that they had been quite successful with Scout troops, chorus clubs, school bands, and with competitive sports in conference competition.

Another question of importance was that of the follow-up after a boy earns his release from an institution. It seemed that most of the other state institutions have rather extensive plans for parole supervision. Some of these have as many as five or six persons who work in the parole department. In this work they follow up the progress of the boys and their success on the outside.

The need of in-service training of staff members was greatly emphasized. In practically all institutions there is a systematic, organized plan for in-service training of all personnel. In these meetings the policy is to outline a series of questions for study and discussion so that in the end, all staff members may have a common understanding and a unified purpose, and so that all may work towards the same goal.

Finally, there was the question of to what extent each institution can be regarded as an open institution and yet not permit certain boys to have destructive experiences. It was explained that an open institution is defined as one where the boys are put on their honor and are permitted to have certain privileges frequently. In some schools it was found that it is necessary to have closed cottages where boys who do not cooperate are segregated for closer supervision. However, it was generally understood that every so-called training school should continue to operate as an open institution in which boys would develop in terms of their own ability and willingness to make adjustments. In other words, the group felt that there could not be much development in a boy who has to be constantly under supervision and one who cannot trust himself to do the proper thing.—S. G. H.

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THE DENTAL PROGRAM AT JACKSON TRAINING SCHOOL

Here at the Jackson Training School we have a dental program which makes available to us the services of a trained dentist over a period of from 6-8 weeks in each year. This program is made possible in cooperation with the State Department of Oral Hygiene, which operates as a division of the State Board of Health. Without this cooperative arrangement it would be impossible for us here to do the necessary dental work for our boys.

The boys at the Training School are between 10 and 17 years of age. This means, of course, that we have the boys at the most critical period in life as it relates to conservation of teeth. It is during this period that one's teeth are either made or destroyed. It has been found that through this program of dental treatments and care it has been possible to save thousands of teeth for the boys, which means that their health has been safeguarded and their rehabilitation program has been accelerated. We try to think of our program as one that is both effective at a given time and also that it is a continuous series of treatments. We do not think we can repair a boy's teeth as an event on a given day, but rather that it is necessary that his teeth be systematically re-checked and treated periodically.

The first set of teeth, known as the baby teeth, for a normal person has in it 20 teeth. By the time a child has reached the age of about 13 he should have had all these removed. Generally they begin to disappear at about 6 years of age, and permanent teeth begin to appear at that time. The wisdom teeth are the last to appear, coming at about the age of 16 or 18 years. Since there are 20 of the first teeth and 32 permanent teeth, this means that it is not necessary for a child to shed 12. It has been found that if a child did not have proper dental care and have his first set of teeth removed at the proper time, this has caused him to have "buck" teeth, which detract greatly from his appearance.

The dental program here, as elsewhere, includes, extractions, fillings, cleaning, and in some instances restorations or plates. The importance of preserving a tooth can be understood when it is realized that if a child loses a permanent tooth, all of his other teeth tend to move in order to compensate for the loss.

For our dental program here there are two major factors. In the first place, it contributes greatly to the health of our boys. In the second place, it contributes to the total rehabilitation program. We try to understand that not only is one's health closely related to the condition of his teeth, but that his whole personality and behavior in life are conditioned by his teeth. We think that well-preserved and beautiful teeth make a fine contribution to one's self-esteem and consequently to one's personality. It is evident that the person whose teeth are either missing or are twisted up tends to suffer an inferiority complex. This tends to cause one to be intensely self-

conscious and do a good bit of self pitying. In other words, it is a real tragedy for a person to lose a good many of his teeth early in life.

In connection with the dental program here, we recognize the following basic principles in caring for one's teeth: first, to eat the right foods, such as fruits, vegetables, milk, etc.; second, to brush the teeth regularly, at least twice each day; third, to see your dentist regularly; fourth, to give one's teeth regular exercise by chewing on substantial foods.

For the seven weeks' dental program ending September 22, 1944 we present the following summary:

Number of children inspected and treated	367
Number teeth extracted	216
Number children—teeth cleaned	304
Number fillings	357
Number silver nitrate treatments	403
Number partial plates	6

From time to time it becomes necessary to take individual boys to the local dentists in Concord where extractions and fillings are attended to according to the needs. Generally, these do not appear in the reports covering the activities of the State-supported program, but after all they do constitute an important phase of the dental program.

LOCAL HAPPENINGS

Reported By Boys of the School Department

Dentist Visits School

By John Allen, 8th Grade

Monday morning the boys of the school section were delighted to have Dr. Dudley, of Asheville, to come to the school to look at our teeth and examine them for dental treatment.

First of all he came to the eighth grade room to look at the teeth and then he worked his way down to the first grade in order of 7th, 6th, 5th, etc.

Many of the boys in our grade had good teeth and several had teeth in bad condition.

We appreciate Dr. Dudley's interest in the boys, and we certainly are glad that he wants to help us to take better care of our teeth.

B. T. U. Meeting—Intermediate Group

By John Allen, 8th Grade

At the opening of the program there were two songs. These songs were "Christ Arose," by four boys, and "Down at the Cross," by two boys.

On the scheduled part of the program there were four parts as follows: (1) "The Tall Tales Club," by Willie Myers; (2) "Why Tell the Truth?" by Hilton Reid; (3) "God Desires Truth," by Charles Shore; (4) "Truth Not Always Accepted," by Jack Benfield.

After this there were Bible readings by Kenneth Staley, Ned Metcalf, Hilton Reid, and Charles Shore.

There was a discussion on telling lies in which all of the boys participated. This discussion brought out many good points on "Why Tell the Truth."

The group was dismissed after a closing prayer by Ned Metcalf.

B. T. U.—Junior Group I

By John Allen, 8th Grade.

To begin with there were sentence prayers by the entire group. Following this, the main part of the program began, The parts were as follows: (1) "A Little Slave Girl Is Kind," by Robert Gaylor; (2) "Jesus Tells a Story," by Robert Mason; (3) The third part was read by Mr. Snyder as the boy who had it was absent. This part was, "A Sister Takes Care of Her Brother," (4) "A Man Who Refused to Quarrel," by Robert Woodruff; (5) "I Want to Be First," by James Swinson; (6) "Company Is Coming," by Thomas Ruff; (7) "The Man Who Went About Doing Good," was also read by Mr. Snyder and a few minutes of discussion followed on that subject.

After these parts there was a discussion by every one in the group. Following this the class was dismissed by Mr. Snyder.

B. T. U.—Junior Group II

By Theodore Young, 5th Grade

Starting the program in good spirit, the boys of this group sang a song entitled "In the Garden." After this the boys went into their daily Bible readings. The parts were by the following boys: (1) "A Little Slave Girl is Kind," by Brice Hill Thomas; (2) "Jesus Tells a Story," by Billy Brooks;

(3) "A Sister Takes Care of Her Brother," by Ralph Gibson; (4) "A Man Who Refused to Quarrel," by Tommy Sessions; (5) "I Want to Be First," by Troy Morris; (6) "Company Is Coming," by George Guyton; (7) "The Man Who Went About Doing Good," by Vernon Foster.

Following these parts there were prayers by Harry Thompson, Earl Greene, and Billy Brooks. After this the group was dismissed by one of the boys.

Basketball Games

By John Allen, 8th Grade

Saturday night of last week, the boys of No. 2 Cottage challenged No. 13 Cottage to a game of basketball. After a game of approximately an hour long the boys of No. 2 Cottage won by the score of 45 to 4.

This game brought one defeat to No. 13 Cottage and added another game won by No. 2 Cottage. Jack Ray took the honors in this game for No. 2 with a total of 28 of the 45 points to his credit.

After the game the boys of No. 15 Cottage came to the gymnasium and challenged No. 2 Cottage to a game. After another lengthy game, No. 2 Cottage won by the score of 25 to 18.

This game also brought another victory to No. 2 Cottage, making it a second victory in one night. Carlton Pate took the honors for No. 2, with a total of 14 of the 25 points to his credit.

Program at No. 2 Cottage

By John Allen, 8th Grade

Last Sunday night, the boys of No. 2 Cottage had a program of songs, poems, speeches and stories along the religious line. This program was one of the best that we have had yet, as we have one every week-end. The program lasted for over an hour and a half.

To begin with there was a Bible reading, taken from the 15th chapter of Luke, by Mrs. Tompkinson; a prayer by Mr. Tompkinson; a poem, a Bible story. The rest of the program was made up of scheduled and voluntary songs and speeches in which many of the boys participated.

We hope to have a better program next week, and we know it will be as big a success as the preceding ones have been.

Program and Refreshments Served by 1st Grade

By William Poteat, 8th Grade

Last Thursday the first grade pupils sent the invitation to the eighth grade to "come to our room." Not knowing what good things were in store for them, the eighth grade lads of both morning and afternoon sections, went up to the first grade room.

When all the boys were seated, Charles Byrd one of the first grade lads stood up and told the wondering eighth grade boys just what it was all about. He said that in token of appreciation of what the eighth grade boys had done for them so many times, every month out of the year in fact, in the way of writing letters home for them, that the first grade was giving a short program for them.

The first thing on the program was an opening song entitled "Good Morning," followed by a flag exercise by a group of boys.

Next came a group of songs. They

are as follows: "God Sees," "Smile and Sing," and "I'm Glad the Golden Sunlight."

Next followed a play, by a group of boys, entitled "The Rooster." We all enjoyed it very much.

Next was a group of poems by the class. They are as follows: "The Train," "The Mouse," and "The Donkey."

Last followed a group of songs. The first was "Down In the Garden," followed by "Oh, Where Has my Little Dog Gone," This Old Man," "Playing in the Band" and "Busy People."

Needless to say all the boys of the eighth grade group enjoyed this program immensely.

After the program, Mrs. Hawfield, the first grade teacher, who made all these nice things possible, announced that refreshments were to be served. Refreshments consisted of iced drinks and cakes. They were very good. For the refreshments, all of the teachers of the other grades were present.

We, and I speak for all when I say that, enjoyed this so much and I wish to take this opportunity to express our appreciation to Mrs. Hawfield and her first grade group for making this nice social possible.

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To hear some people talk you'd think the America of the past was something horrible, something that needs to be changed to some European Utopia.

True, America had depressions. It also had the highest standard of living of any country in the world.

Yes, America had unemployed. But it was also the only place on earth a workman could rise as far and fast as he wanted his ability and energy to take him.

America had men with huge fortunes. But with almost no exception those fortunes were built by creating millions of jobs that would never have existed otherwise, at far higher pay than workmen ever got anywhere else on earth.

Admit that America wasn't perfect (is anyone or any place?) —but in correcting the fewer evils watch out you don't destroy the greater advantages.

Millions from every nation flocked to America because this was the one spot on earth where there was opportunity, where a man could prosper in proportion to his ability and willingness to work. Security need not be purchased at the cost of opportunity. If you and everyone you can influence will produce more efficiently, you reduce the cost of what you produce; the lower its cost, the more people there will be who can buy it; the more people who buy it, the more secure your job.

That is the way to security and opportunity, and history ought to prove to you that you can't have either in any other way.—Selected.

NAZIS FOLLOWED NAPOLEON'S WAY

(Beasley's Farm and Home)

History marched with the Red Armies to the ice-fringed reaches of the Oder as Slavs and Teutons, locked again in a centuries'-old clash of arms, grappled to the death above the forgotten graves of ancient wars.

The decisive battle at the "Berlin gate" raises the curtain on what is probable the last long act in one of the most tragic dramas of mankind. The war on the Eastern Front, gigantic and bloody, pitiless and somber, has returned again to its beginning. Like some implacable fate the Russian tide moves on—now racing through a gap in a shattered rampart, now rising with slow but inexorable finality to overtop the dying armies of the Reich.

There, where the Oder runs white with ice and red with blood, the greatest armies in world history stand toe to toe—one, the Teuton, groggy and beaten, but game; the the other, the Russian, bruised but triumphant—while history waits for the inevitable end.

It is a long, long road that now at last is leading to the dead end of defeat, defeat for the Junkers and the Prussians, defeat for the grandiose ambitions of a warped Napoleon. It is a road that has led—backward and forward—across vaster landscapes and greater panoramas of destruction than any military conquest since the days of Genghis Khan and Alexander, who men called "great."

It has been a road of many turns, and in each of them men have died and hearts and hopes died with them.

It was once a fair, broad highway for the German hordes, fresh from their conquests, arrogant in their might. The Nazi armies moved beyond the Vistula, beyond the marshes of the Pripet—not, like Napoleon, on a narrow front, but on the broadest front in history.

They followed a compelling urge; the "Drang nach Osten" of German foreign policy was born and nourished in generations past, but in 1941, in that summer when the German legions marched to the east, it had tempered and trained in France, in Yugoslavia, in Greece, rolled across the steppes and forests; and the clanking tank tracks scuffed great windrows through the plains of waving wheat.

But it was a scorched and blackened land the Germans conquered, its farms despoiled by the muzhiks, its cities wasted in the proud retreat. Like Napoleon before him, who once to cover gnawing doubt joked to Caulincourt about a "people who burned in them." Hitler must even then have begun to be afraid and to understand—too late—that he had challenged space and mass and the Russian love for the land. Yet the German juggernaut rolled on—past Smolensk and Borodino, those fruitless battles fought so long ago by another conqueror—to the very gates of Moscow.

It was a near thing; almost Moscow fell. But that first winter presaged the doom to come.

And Stalingrad, a year later, where another river, 910 miles deep in

Russia's heart, ran red with blood and white with ice; Stalingrad, tomb of the German Sixth Army confirmed and endorsed the empending doom.

The road back was straight and narrow and had no turning. Behind it streached for endless mile on mile, from Mount Elbrus in the Caucasus' snow capped ranges to the rocky shores by the fjords of the Arctic Sea, the signpost of retreat—crosses topped with helmets of German men buried in Russian graves far from their German homes. Like the dissolution of Napoleon's Grand Army a century ago, the wastage of the Wehrmacht over these past two years has been sure and steady and certain —though slow.

And now, at last, the end of the road is in sight.

It will not be reached without the shock and convulsion of mighty battle. For the German Army—bowed and beaten, but not broken—still can fight. It fights, too, on its own soil, not only for the ideology of Hitler, but—as the Russians fought when the road led to the east—for the land.

The great battle of the Oder is joined where armies of east and west have met the centuries past. Kunesdorf, Breslau, Liegnitz, Leuthen and Zorndrof, in the Oder bend, where eighteenth century scenes of the flickering hopes and bloody ambitions of another man whom men called "great"—Frederick, the Prussian.

The graves of the Russians and Prussians killed in the great slaughter of Zorndrof, in 1758, a battle that roused Voltaire's pen to its most famous satire, now lie beneath the foxholes and trenck lines of another war.

History repeats; Berlin, now a fire-ravaged, bomb-torn shell, but once the third city of the world, has been the goal of westward pushing armies in the past, as it is again today. Russians and Austrians occupied it briefly during the Seven Years' War. Yesterday Russian troops stood some thirty-three miles away.

History repeats, as Tolstoy puts it, in "War and Peace"—"Millions of men, renouncing their human feelings and reason, went from west to east to slay their fellows, just as in some centuries previously hordes of men had come from east to west the west, slaying their fellows."

Now history has turned a full cycle. Teuton and Slav are locked again in the age-old tragedy of man, an the great death grapple on Germany's eastern marches has begun.

The Battle of the Oder may go down in history, like the Battle of Zorndrof, as a monumental example of man's inhumanity to man. For the dying fight for life—and Hitler's Germanic Reich is slowly dying.

The battle will be bitter for Hitler has seen to that; as the Nazi brutes go down, they show with ever greater clarity the mark of the beast. The battle will be bitter, for the Russians have learned to hate. The battle will be bitter and the battle may be protracted in time and space—extended far beyond the fall of Berlin.

For the surging tides of opposing national and racial ambitions, ages old—the one strong, resurgent; the other weakened, but desperate—are meeting in ultimate conflict at the Oder and the tiderips and cross-currents will sweep across our world for generations to come.

MEN OF BATAAN

(The Charlotte Observer)

If there breathes an American who could read the story of the rescue of the Men of Bataan without blurred eyes and a catch in the throat, his soul must indeed be dead.

For this band of tattered, starved, and emancipated men who never lost hope, even after their unimaginable sufferings had extended far beyond the expectation of human endurance, have brought to us a new conception of American courage and devotion.

In looking for a parallel in our history, one thinks naturally of The Alamo, of Lee's ragged survivors at Appomattox, and of Valley Forge.

But all of these, herioc and inspiring as they were, will now be superseded in American song and story by the Men of Bataan.

Of the Alamo, Texas has proudly engraved on the deathless granite of its State Capitol, "Thermopylae had its messenger of defeat; the Alamo had none"—yet the defenders of the Alamo met a swift and merciful death.

Lee's worn-out sildiers were sent back to their homes and families. Valley Forge, terrible as it was, lasted through only one winter and was endured voluntarily under the kindest of leaders.

But the Men of Bataan, wounded, sick, and weary, wanting only rest, were driven by a savage conqueror into the most brutal slavery, subjected to exquisite tortures to break their bodies and to bitter humiliation to crush their souls.

Through three interminable years of this living death those souls refused to be crushed. When rescue came at last, those who could still walk marched proudly out with heads high like the American soldiers they were wearing their rags like a royal robe.

Those who had to be carried tenderly on litters looked up with clear and shining eyes to the open free sky and asked only that they be allowed to fight again.

At that moment the saga of American courage rose to new heights and reached the sublime.

As General MacArthur decorated on the spot every Ranger who had a part in the rescue, it was suggested that every one of the Men of Bataan ought also to have the highest medal. Surely their devotion has gone above and beyond the call of duty.

But what medal ever struck could be a fit emblem of their sacrifice?

What sculptor could fashion a symbol worthy of their ordeal?

Their decorations are the scars of wounds and torture that can never be erased from their bodies; their tattered garments are uniforms like shining armor that a General of the Armies would be proud to wear. Let them all have the Medal of Honor. It is the highest we can give them, but tawdry in comparison with the deeds it recognizes.

We at home cannot face these men.

We might hope that they could be kept isolated in the finest of hospitals, where they could never learn how, while they were suffering unspeakable miseries, we went our easy way, spending our war-fattened incomes on any luxury we could find, bickering for higher wages and more profits, com-

THE 7TH DAN BOONE HAS A ONE-MAN MUNITIONS PLANT AT BURNSVILLE

By Bill Sharpe in We the People

Housewives in the mountain village of Burnsville are complaining about dull scissors, and a lot of other handy jobs are being passed up, all because Dan'l Boone the 7th is a-feudin' with varmints again.

Swamped with orders for his specially designed fighting knife, Dan'l can't get around to the sort of blacksmithing to which he has accustomed Yancey County. Around his shop are piled broken tools, wheelless baby carriages, dull hoes and a miscellany of other neglected orders. Almost gone, too, is the business of turning out tricky iron hardware for the hunting lodges of wealthy visitors, which one time returned Dan'l a nice income, and made him known throughout the Appalachians. So well known, that he was chosen to make the iron hardware for the Williamsburg restoration project.

Dan'l's one-man munitions industry came about quite casually. He has two sons of his own in service, and he made up knives for them. They were of the finest steel, with deer-horn handles, the blades hollow-forged and hollow-ground, and so sharp you could shave with them. Into the guards Dan'l carefully worked glittering brass stars. The superior officer of a son saw the knife and wanted one. Somebody saw that knife and wanted one... "and so it went," explained the forge master. "Before you could say 'i cilled a b'ar,' I was right out of the blackssmithing business and right into war work."

Orders come in steadily from all over the world. Dan'l fills them at $10 apiece, and when you see him take a shapeless piece of steel, and grind and whack it into a knife which curves wickedly from your hand, with an edge like your morning razor, and a stout, comforting heft to it, the price seems cheap. Dan makes about two a day—mostly at night, since he has some other war-work to do, such as mending mining machinery. Last week he was 37 knife orders behind, and a lanky mountaineer came in to plead that his order be put far up on the list. His boy had plenty of GI stuff, no doubt, but he was due to "go over" soon, and the man wanted him to have a good Boone knife handy just in case.

Boone the knife-maker comes from a long line of mountain blacksmiths started with the formidable Indian fighter and trail-maker. Dan'l's father, Kelsey, who operated a smithy here, too, is now working in a war plant. Dan learned smithing from his pap and grandpap.

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The great thing in this world is not so much where we stand, as in what direction we are moving.

plaining about mild rationing and deprivation of things we did not need anyway, shirking, and doing our small part grudgingly.

But we cannot so isolate them. When they come home, we had better hope for a hole large enough for all of us to crawl into.

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WHEN FATHER WAS A BOY

The world was full of wondrous things
When father was a boy.
It almost seems like folks had wings
When father was a boy.
They liked to work the live-long day,
And rise at five and never play,
They just seemed to be built that way
When father was a boy.

The little boys were awful strong
When father was a boy.
They'd weed the corn fields all day long
When father was a boy.
And when the day at last was o'er
They'd go and do up every chore,
Then come and beg to work some more,
When father was a boy.

The youngsters never had no fun
When father was a boy.
They'd go to bed when work was done,
When father was a boy.
They only had a book or two,
The clothes they wore were never new,
And, gee, the lessons they got through
When father was a boy.

The snow was thirty-two feet deep
When father was a boy.
They tunneled through to feed the sheep
When father was a boy.
The crust 'ud freeze and then they'd go
And coast to town upon the snow
Without a stop, ten miles or so,
When father was a boy.

Young folks were seen and never heard
When father was a boy.
They counldn't say a single word
When father was a boy.
But now dad loves to whoop and shout,
I guess us kids has heard about
Most all the talk he went without
When father was a boy.

Selected.

THE THIRD PARTNER

By Vern Godkin in Good Business

There was an air of restless uncertainty about the plant of the Daley Supply Company. A year before they had been running full force and having difficulty keeping up with orders. Business had seemed to come without much effort. When John Daley, the owner, died, his widow asked Paul Showman, the first assistant, to take charge, and let her serve as a silent partner.

Paul had shouldered the responsibility with some misgivings. Suppose he should use bad judgment and make wrong decisions? Or suppose a slump should occur to cause business to drop? Soon the very things he had feared begin to happen.

In his eagerness to show a handsome profit, Paul had bid a little higher than usual on a job, and lost it to a competitor. The next time he cut his bid below estimate, and found after completing the job that he actually lost money. His confidence was badly shaken, and he was planning to lay off some of the men.

One day the office door opened and a little roundfaced, plain-dressed woman entered. "Good morning, Paul," she said, pleasantly.

Paul sprang to his feet. "Martha Daley!"

"I hope you don't mind, but I haven't been through the plant in such a long time that I thought I'd like to see what it looks like again."

"Why of course. I'll be glad to take you through myself," Paul quickly agreed. And for the next half hour they went from department to department. Martha surveyed everything, while she greeted the old employees with a friendly graciousness.

When they returned to the office, her face was beaming. "My! what a fine plant we have! And all those fine workmen. John often said they were the best in town, and I'm sure he was right. 'It takes the best men to turn out the best work, and people know that is what they get from us,' John used to say."

"Yes, but people don't appreciate that these days," Paul declared. "All they think of is price. They want everything done as cheaply as possible. Competition is so keen that you have to figure to cut costs at every point. But every time I find a chance to cut down a little, a competitor cuts even lower, and gets the business away from us." Paul hesitated a moment, then looked at Martha, and added, "As I feared, business showed a decrease again last month."

Martha sat quietly for a moment, and then asked, "Do you know the reason why?"

Paul shook his head. "I can't figure it out. I've worked for hours over estimates, cutting every possible item. I wish I knew why."

Martha looked at him sharply. "I think I know the answer, Paul."

"Y-You do?"

"Yes, I think we need another partner."

"Another partner!" Paul spoke cynically. "Say, maybe that is the solution. If I had someone to talk with and check things over, as I used to do with John—"

"That's true," Martha interrupted;

"but I know just the right one, providing you're willing to take him in."

"Who?" Paul was leaning across the desk eagerly.

"God." The answer came softly and reverently.

Paul blinked his eyes. "God" he asked.

"Yes, God—for a third partner. You see we still have the same fine plant, the same skilled workmen, the same raw materials. The difficulty isn't there."

Paul took the statement literally. He straightened up in his chair and a flush spread over his face. "Now listen, Mrs. Daley, I know I've made mistakes, and I'm willing to take the blame. But no one could have worked harder or more earnestly than I, to keep this business going, and I don't think it is fair to place all the blame on me just because we've run into this slumn."

"You misunderstand me, Paul. That isn't what I mean. I know you have been working unusually hard, too hard; you've not only been working on the business problems, but you have also been working against a fear that you would not be successful. And because of that, the very thing you fear has happened."

"And the idea of a spiritual partner," Martha continued, "is nothing new. I learned it from John years ago."

"From John?"

"Yes, you perhaps didn't know it, but for years you had a third partner right here in business.. I often noticed how easily John took things, and I wondered why he never became greatly worried about business problems. So one day I asked him about it.

" "It's this way, Martha,' he said. 'At the beginning of each day I ask divine guidance in my business affairs. Then when I've worked out a problem the best I can, I leave the rest with the Third Partner.' "

There was an odd light in Paul's eyes. And an hour later, when he was looking over the Nelson estimate he had prepared the day before, he suddenly shook his head and tore the paper to bits. It was not his best. In a number of places he had made slashes on lower-grade materials in mates. The total price was considerably higher, but at the bottom of the page he made the notation: "Daley quality guaranteed on all items."

The next two days Paul tried to forget about the big Nelson job. Whenever he found himself slipping back into the old rut, he reviewed in his mind the words, "Do your best and leave the rest to the Third Partner."

On the third morning, as Paul was opening the mail, he reached quickly for the telephone.

"Martha, it worked!" he explained to the calm voice at the other end. "We got the Nelson contract. Listen to this. They say, 'Your bid was somewhat higher than the others received, but upon seeing your notation to the effect that "Daley" quality was guaranteed on all items, we decided to check over all the estimates submitted. The result was that we found yours listed only first-grade materials, while others used cheaper quality. We know what "Daley stands for, and we are willing to pay the extra price to get it.'

"Isn't that great!" Paul continued jubilantly.

"Wonderful," said the quiet voice. "But we should expect wonderful things from our Third Partner."

THE AMERICAN SOLDIER LOVES HIS HOME

(N. C. Church Advocate)

Soldiers love their homes. Home is in the heart of every boy who wears the uniform of our nation. In his barracks you will find pictures of some one from home. The soldier spends much of his spare time writing letters and talking of things that have happened back home in days gone by.

Sometimes sad messages come from home and the soldier's heart is heavy. He comes to see his chaplain, and there in the quiet of his office in the chapel, his chaplain and the soldier talk and pray together about the soldier's problems back home.

The soldier knows that even Jesus likened heaven to a house of many mansions. Heaven is like home. Here is a place where there is love. It is a place where there is fellowship. It is a place where there is kindness, jiy and a spirit of sharing and forgiveness.

In the training camps, and overseas, the soldier is doing his best so that one day his dreams and prayers may come true—victory will come, and he will return home.

The home to which your boy will one day return is the very foundation of iur civilization. Destroy his home and you have crumbled the very foundation upon which our nation is built. In times like these it is well for every person to remember the sacredness of their marriage vows. Adversity, sorrow and the winds of grief will blow hard against the structure of your home. The foundatiin upon which they are standing must be firm.

The Good Book tells of the wise man who built his home on a rock. The winds blew, the storms came, but his house stood for the foundation was solid.

The Master stands at the door and knocks. He will come into your home upon your invitation. Make a place for him and your home will be a happy home.

To those of you whose doors will open again to your boy, "Keep your abode a place where your boy will rejoice in his return." Remembering a house may be destroyed, but no power on earth can destroy a true home. Van Dyke shared this thought when he wrote:

I read a poet's book
A word that itarred the page,
"Stone walls do not a prison make,
Nor iron bars a cage."
Yes, that is true, and something fore,
You'll find where'er you roam,
That marble floors anl gildel walls
Can never make a home.
But ever house where love abides
And frienlship is a guest,
Is surely home, and home, sweet home,
For there the heart can rest.

———:———

When alone, we have our own thoughts to watch, when in the family, our tempers; when in society, our tongues.—H. More.

WORRY

(The Orphans' Friend)

The notable English divine, Dean Inge, described worry, the bane of all men, in a few words thus, "Worry is interest paid on trouble before it is due." The humorist Mark Twain, with the same thought in mind, wrote of the many troubles he had had that never happened.

Philosophers, professional and otherwise, constantly warn us against worry through it is unlikely that any of them are much freer from it than others.

The habitual worrier is a perennial menace to himself. He sees terrible things that have no existence. He is a self-kicking machine. But a mild form of worry of the kind that foresees the results of error is an asset. To think about what could happen helps mightily inthe avoidance of undesired consequences. There are people who presumably never worry, preferring to let things slide with a shrug of the shoulders, but this form of anti-worry is not to be recommended.

The classic remedy for preventing worry is the true one: avoid error make full correction; try to remember not to let it happen again; and to well fortify oneself with faith, in the belief that when the right steps have taken, everything will come out all right. One who follows this prescription through is not likely to be bothered with worry.

There is an old story about a very elderly maiden lady who since girlhood had gone through the ritual of lookig under her bed every night to see if a burglar were not concealed there. One night her suspicions materialized—she found what she had been looking for in the person of a old lady to him, "Come out of there, young man! I have been looking for for more than forty years." It is unusally that way: when the thing greatly worried over actually comes to pass and is faced, it turns to be of small consequence and in no wise comparable to the worry.

———:———

O God of Love, O King of Peace
Makes wars through all the world to cease,
The wrath of sinful men restrain
Give peace, O God, give peace again,
Then evermore shall rise to Thee
Glad hymns of praise from land and sea.
—H. W. Baker.

HOW SERIOUS SHOULD ONE BE?

(Selected)

A story has been in the press the last few days about the late Dwight Morgan, diplomat and pardner of the late J. P. Morgan, and Amherst classmate and lifelong friend of President Calvin Coolidge.

Mr. Morrow used to cite as one of his favorite rules of conduct what he classified as "Rule Six." This was: "Do not take yourself to seriously." When asked what the other five rules were, he reliped that "there are no other rules."

This story about our former Ambassador to Mexico has stirred up a good deal of discussion. Does it mean that a person should not take himself seriously at all and thereby run the risk of being considered somewhat of a joke by others? Mr. Morrow did not say do not take yourself seriously. What he did say was "Do not take y ourself too seriously"—and this is a decidedly different matter.

People who belong to the "too serious" category impress others as though such persons felt they were the law and the prophets and had finality of accurate information and correct interpretation on all the major problems of life and most of the minor ones and, therefore, had the unquestioned right to make ex-cathdral pronouncements. Such persons undoubtedly rub the wrong way the mental fur of their fellow citizens.

That a person should take himself and his job seriously goes without question, but it is also evident that if he has common sense he will apply the brakes before he goes into the ditch of being "too serious." It would be easy to compile a list of the world's great men and women who knew where to draw the line between being serious and too serious. Life's unsung heroes, those who do the humdrum, routine and necessary work of the world, but get no medals pinned upon their breasts for their modesty remunerated services also have learned to make this distinction which is essential to the smooth functioning of life's duties, whether in government, business, school or the home.

———:———

THIS MATTER OF LIFE

Life is worth while if you are growing daily in spiritual knowledge. Life is worth while if you are constantly unfolding in nobility of character. Life is worth while if you are faithfully fulfilling every obligation and responsibility. Life is worth while if you keep hopeful and radiant. Life is worth while if you are developing a deeper consciousness of your personal alliance with God.—By Grenville Kleiser.

BEING AN INDIVIDUAL

By W. G. Montgomery in Evangelistic Messenger

In his poem, "The Calf Path," Sam Walter Foss tells of a wandering wobbly calf trying to find its way home at night through the lonesome wood. It made a crooked path, which was taken up the next day by a lone dog that passed that way.

Then, "a bell-wether sheep pursued the trail over vale and steep, drawing behind him the flock, too, as all good bell-wethers do." At last the the path became a country road; then a lane that bent and turned and turned again. The lane became a village street, and at last the main highway of a flourishing city. The poet ends by saying, "A hundred thousand men were led by one calf, three centuries dead.'

It is easy to go where everybody else is going; it is something else to blaze a new trail and go it alone. Being an individual means that one cannot follow the crowd, and unless one is an individual he just doesn't count.

Many people are dragged into a mob. The majority are not there because they want to be, but because it is the popular thing at the moment. The crowd is going that way, and those who are afraid to stand alone are swept into the stream, like so much driftwood.

After John Bunyan was cast into prison, he was told time and again that he would be set free if he would quit advocating his doctrines. He was theatened and scourged by the officials, but nothing could silence his voice nor stop his pen. He could have yielded and perished, but standing alone, he now lives forever.

Standing out against the herd instinct is one of the hardest things a young person will ever have to do, but this he must do if his life is to count for anything. "Everybody is wearing this," or "Everybody is doing that," is the only information many persons care to have in making their own decisions. If the thing is popular they will be in on it, whether it is good are bad.

The first man who ever carried an umbrella was a hero. It took courage to walk under it in a public place. He was laughed at, called crazy, and ridiculed. Many inventors suffered in opposing the crowd and standing out alone. Today they are honored because they dared to stand alone. When the first telegraph wires were put up in some midwestern states, enraged farmers tore them down, believing they split the clouds, causing their crops to burn up. For many years the inventor was looked upon as an emeny of the people.

Almost any folly may become popular if a bell-wether sheep leads the flock. Because of his debauchery and gluttony, Henry VIII became very much bloated in later years, and then the aristocracy stuffed their clothing to imitate his size. Queen Elizabeth had auburn hair, and many ladies sought a dye which would give their hair the queenly shade.

There is something about being an individual besides suffering for it. A strong individual may change the whole tread of the crowd. Being an individual will tell pretty well who a person is, and what he will be in the years to come.

SETTLE DOWN IN COMFORT (N. C.) AND BE HAPPY (TEX.)

(Sunshine Magazine)

The names of towns and cities in the United States are as diverse as the interests and purposes of the people who settled them. In an interesting article in The American City, attention is called to town names with religious connotations, some with romantic significance, and others with names of food, autos and military terms.

Some that reflect a religious nature are Faith(N.C.), Hope(Kans.) and Charity (Mo.) Or, listen to one of the best-known hymns—Onward (Ind.), Christian (W. Va.), Soldier (Iowa.) Some indicate our forefathers' concern with social standards Liberty(Pa.), Equality (Ala.), Reform (Ala.), and Radical (Mo.). And then there are fanciful names like Sleepy Eye (Minn.), Bushyhead (Okla.), Widemouth (W. Va.), Snowball (Ark.), Water Proof (La.), Wahoo (Neb.), Loco (Okla.), Ono (Pa.), Bent (N. M.), Twist (Ark.), Maybee (Mich.) and many others.

Romance has figured in town-naming all over the country. There is Darling (Miss.), Heart (Ark.), LaMoure (N. D., Lovely (Ky.), Loveland (Iowa), Lovelady (Texas) and Spooner (Wis.). Every state in the Union includes at least one locality which derives its title from a feminine name. Beatrice, Rose and Elsie are in Nebraska; Blanche and Catherine are in Alabama; while the home of Luella is in Georgia, Lucy is in Louisiana, and Pearl is in Illinois.

As for the military, we are well prepared with supplies—Torpedo (Pa.), Guntown (Miss.), Cannon (Del.), Cannon Ball (N. D.), Shell Wyo.), and Searchlight Nev.); in manpower—Soldier. (Ky.) and Sentinel (Ariz.);Besides Signal (Ohio), Advance (Mo.), and Contact (Nev.), Moreever we have the Major European capitals right where we can watch them—Berlin (Mass.), Rome (N. Y.), Moscow (Idaho), Paris (Ill), London (Ohio), Athens (Ga.), Vienna (Md.), and Warsaw (Ky.). But enough of war, let's settle down in Comfort (N. C.), and be Happy (Tex.), and Content (Mont.).

Many towns in the country bear the names of food. There is Sandwich (N. H.), Salmon (Idaho) and Strawberry (Ark.). As for drinks, Coffee (Ga.), and Tea (S. D.) may be sipped through a Straw (Mont.).

There are towns named Six Mile (S. C.), Seven Mile (Ohio), Eight Mile (Ore.), Ten Mile (Pa.) and a town in Iowa called Marathon. If you have an Accident (Md.) you can visit a Hospital (N. C.).

———:———

You can't hold another fellow down in the ditch, unless you stay down there with him.

BATTLESHIP NORTH CAROLINA HAS PART IN FIVE CAMPAIGNS

(Mooresville Enterprise)

"Sunk" at least six times in Japanese propaganda, the mighty battleship North Carolina, known affectionately to her crew as the "Showboat," is still a worry to the Japanese high command.

Recounting her history today, the navy said she sailed more than 250,000 miles and participated in five campaigns in her three years of combat service.

In the Pacific area since the days of Guadalcanal, she was the first battleship to bombard territory held before the war by the Japanese-Rio and Namur in the Kwajalien atoll.

During her combat life she has successfully beaten off more than a score of enemy air attacks, during which her gunners shot down seventeen planes, there were also a number of 'probables.'

The "Showboat" has suffered only one major causualty, when she took a torpedo hit September 15, 1942, during the battle of the Solomons.

She was commissioned September 15, 1941, under command of Rear Admiral (then captain) Olaf M. Hustvedt, of Decorah, Iowa, the first of her six skippers to date. Others were Rear Admiral (then captain) Oscar C. Badger, Washington; Rear Admiral (then captain) George H. Fort, Newport, R. I.; Rear Admiral (then captain) Wilded D. Baker, Bay City, Mich.; Capt. Frank P. Thomas, Brownsville, Texas; and her present skipper, Capt. Frank George Fahrion, of Raleigh, N. C., recently nominated to be rear admiral.

RECIPE FOR LIFE

Take a large amount of laughter,
And some teardrops mixed with sighs,
Add to this some sunshine,
And a smile with merry eyes:
Put in two cups of morning dew,
Diluting it with rain:
Stir it well with happiness
And season it with pain.
Pour this in a measuring cup,
Buttered well with strife;
Wrap it around with your problems,
And this, my friends, is life.

—Selected.

INSTITUTION NOTES

"See Here, Private Hargrove" was the feature attraction at the regular weekly motion picture show at the School, last Thursday night. A comedy, "Screwball Squirrel," was shown at the same time. Both are Metro-Goldwyn-Mayer productions.

—:—

Dr. D. W. Dudley, of the oral hygiene department, North Carolina State Board of Health, has been conducting a dental clinic at the School this week. During this time he has attended only the most urgent cases.

Some time during the summer he will return to the School to complete all the necessary dental work for our boys.

—:—

Superintendent Hawfield returned last Sunday night, after having been in attendance at the annual conference of superintendents of training schools for juvenile delinquents. This conference was held in the Hotel Pennsylvania, New York City. Elsewhere in this issue of The Uplift may be found an article by Mr. Hawfield, summarizing the activities at the New York meetings. On the return trip, he stopped to visit his brothers, Dr James Hawfield and Dr. Clayton Hawfield at their homes in Washington, D. C. He also visited his son, William D., a member of the United States Army, stationed at Camp Belvior, Virginia, where he is in training in the Officers' Training School.

—:—

We learned a few days ago that Ralph Stepp, a former student at the school, is a member of the United States Army, and is serving overseas. It was pleasing to note that the report stated that he "is making a splendid record."

Ralph came to the School, May 2, 1928 and remained here until February 12, 1930, when he was permitted to return to his home in Badin. While at the institution he was a member of the Cottage No. 7 group and was employed in the shoe shop. He was in the seventh school grade during his entire stay with us. Ralph's record at the School was very good, and, according to progress reports concerning his activities at home, we find that he kept the good work up after returning to Badin. He was thirty-one years old on the fifth day of this month.

—:—

We recently received a request from Lytt Talley, a former student at the School, for a recommendation or a statement as to his record while at the institution. In reply to his request, we asked if he had been in service at any time during the war, and he immediately wrote that he was called into service into the United States Army in August, 1942. Lytt added that he was placed in the Army Medical Corps, and attained the rank of sergeant in about three months. Because of being afflicted with asthma, he was granted an honorary medical discharge, September 13, 1944.

Lytt came to the School, December, 3, 1929 and remained here until August 4, 1933, when he was conditionally released to return to his father in Reidsville. During his stay at the School, Lytt was in Cottage No. 9 and was employed in the laundry. He entered the third school grade and when he left, was in the seventh.

This young man, who will be twenty-seven years old on May 5th, writes a very nice letter, in which he states that he greatly appreciates the value of the training received while here. According to his most recent letter, he is working as a clerk in a department store in Reidsville, and is getting along nicely.

—:—

Dr. Ernest A Branch, of Raleigh, director of the department of oral hygiene, North Carolina State Board of Health, visited the School last Monday. For many years, Dr. Branch has been one of the most enthusiastic supporters of the Training School, and he never fails to drop in for a friendly chat whenever he is passing through this section. He is very popular with the boys in the printing department, and they are always delighted to see him. When the genial doctor comes into The Uplift office, it is just like seeing a ray of sunshine bursting through the clouds. If we happen to be feeling somewhat "down in the dumps," just a brief conversation with this folksy, friendly "tooth-carpenter" dispels the gloom, and in a short time we are again looking at the world through rose-colored glasses. Come again, Dr. Branch, we are always glad to see you.

—:—

A short time ago, a salesman for the Doctor Pepper Bottling Company, of Charlotte, stopped at the School. I conversation with one of our staff members he stated that he had recently received a letter from Richard (Bill) Bailey, a former student here, and that he was now a member of the United States Army.

Richard entered the School, December 12, 1928, and remained with us until March 23, 1931, when he was permitted to go with a Mr. Black, near Cherryville, where he worked on a farm for about a year. While at the School, Richard was a member of the Cottage No. 5 group and worked on the carpenter shop force. He was a very dependable boy and did some good work in that department. Upon admission to the institution, he entered the fifth school grade and was in the seventh at the time of leaving.

Prior to induction into the Army, Richard had been employed by the Doctor Pepper Bottling Company for about thirteen years. During part of the time he was with the firm's outdoor advertising group, and as his duties required his presence in this section quite frequently, he never missed an opportunity to stop in for a brief chat with old friends at the School. This young man, who will be thirty-one years old on May 2nd, has been married quite a number of years and has several children.

—:—

Superintendent Hawfield has received a letter from John R. Tolley, a former student, stating that he was in the United States Navy, taking his basic training at Bainbridge, Maryland.

John entered the School, April 1, 1939 and remained here until December 15, 1943, when he was permitted to return to Haywood County for placement by the welfare department. Incidentally, Mrs. Sam L. Queen, superintendent of public welfare, took him to her home, where he lived until entering the Navy. While at the institution, John was in Cottage No. 3 most of the time, but was transferred to Cottage No. 7, where he remained for about fourteen months prior to

his release. He entered the third school grade and was promoted from time to time until he reached the seventh, having been in that grade about two months at the time of leaving. John was employed as house boy practically all of the time spent at the School.

In this letter, John stated that Frank Walker, who left the School, July 23, 1943, was also in the Navy and was stationed at Bainbridge. Frank came here from Macon County, but when released, went to live with relatives who had moved to Haywood County during his stay with us. This lad entered the institution, April 1, 1941. He was a member of the Cottage No. 1 group. Entering the fourth school grade, he advanced to the seventh during his stay at the School. His work experiences consisted of employment in the laundry and in the carpenter shop. His record at the School was good, and favorable progress reports coming to us at frequent intervals showed that he was making satisfactory adjustment, and upon recommendation of the welfare officials, he was issued an honorable discharge from further parole supervision, November 20, 1944.

Both of the boys are nearly eighteen years old.

—:—

William N. Barnes, a former member of our printing class, who has been overseas with the United States Army for more than a year, continues to write at frequent intervals. He is now a corporal with the Third Army, and has been seeing plenty of action in France, along the German border. His letter, dated February 7th, reads as follows:

"Dear Mr. Godown: Have been receiving The Uplift and you can't imagine how glad I am to read it. When I read about the old school, it makes me feel a little homesick. Certainly would like to be with every one of the fellows I knew there for just a little while and talk about old times. I often think of the fun I had while there, and of old friends among the officers and matrons.

"In reading the Uplift I have gotten an idea. It may sound silly to you, but here it is: After the war is over, say six or twelve months after the fall of Japan, I would like to see all of the old boys who have been in service meet for a sort of reunion at J. T. S. I believe all who could possibly reach the school would be there. I know I would enjoy it and believe all the rest of the fellows would appreciate a chance for a get-together of that sort, and don't see why it would not work out all right. Of course, there will be many who would not be able to come, but I believe we could have a good crowd present out of the large number of former students in service. What do you think about it? Does it sound possible?

"In one issue, I read the article about Grady Pennington, and it was very interesting. Some time in the future you will have a chance to write lots about many other old boys. Am not thinking of seeing my own name on the pages of the magazine, but you should be able to write plenty about Frank King. He probably has seen more action than anyone I know from J. T. S., and his activities would make quite a story. The last time I heard from him, he was a Master Sergeant, and was seeing lots of action in Italy. Don't know just where he is now.

"By the way, I did not see Raymond

Sprinkle's name on the service list. I know he has been in the Army for about two and one-half years. When on my last furlough before leaving the States, I met him as he was returniig from a furlough. He said that he was married, and was the proud father of a baby, which was eleven days old at the time. He was then a member of a tank destroyer battalion, and was stationed at Fort Jackson, S. C.

"Please let me know what you think about the reunion idea. Haven't any more time, so will say 'so long' for this time. Give every one I know at the school my very best regards, and keep the magazine coming my way. Sincerely, William Norton Barnes."

—:—

Rev. L. C. Baumgarner, pastor of St. Andrews Lutheran Church, Concord, conducted the service at the School last Sunday afternoon. For the Scripture Lesson he read Exodus 20:1-6, and in his message to the boys he especially called attention to part of the second verse—"I am the Lord thy God."

The speaker began by stating that universally men have always felt the need of God. Of course, there are a few who feel that they do not, be added, but as a rule all men come to the place in life when they find that they do not have the necessary strength and power to accomplish their purposes, and that they must turn to One more powerful. It is a very common thing for man, in his need, to cry to God for help.

It has always been true that man has looked to a higher power, continued Rev. Mr. Baumgarner. We see this in a study of life among the Indians. Here we see him out on the great Western plains. His hands and eyes are uplifted as he cries to the Great Spirit to help him in times of trouble. In many other lands, before the true God was heard of, people had various things which they worshipped and called upon to help them under trying circumstances.

It is only the fool who thinks he can live without God, said the speaker. The cravings of people will eventually lead them to the Heavenly Father. Men who have been known as confirmed atheists, when they came to the end of life's road, became alarmed because of what might be encountered in the great beyond, and as they neared the end, called for a minister of the gospel to pray for them. They had always previously boasted of their own strength, but at the final show-down, they realized that armed only with their own power, they would be helpless as they drifted out into the life hereafter.

Rev. Mr. Baumgarner then pointed out that the history of the nations of the world shows that on many occasions men have set up gods of their own and worshipped them. We see this in the present day. Men have placed a far higher value upon wealth, power and other material things and have paid little attention to the Great God of the Universe, the source of all our possessions. These material things have failed to give them the desired satisfaction, and we find the world engaged in the bitterest struggle of all time. On all sides we hear the cry for peace. In order to attain peace in their souls men must turn to God. Peace can only come to this suffering world by the adoption of true Christian principles. Then, and only then, will brotherhood exist among all the peoples of the world.

God has said, "I am the Lord thy God; thou shalt have no other gods before me." While this is just a part of one of the Ten Commandments, by obeying it, there would be no possibility of being untrue to the other nine.

We should so fear and love God that our greatest ambition would be to do His will at all times. Here we are taught to trust Him above all other things of life.

God would not be true if He did not want men to be brought to Him, added the speaker. He wants us to hold fast to Him. Day by day we are challenged by God to greater living. While He would have us attain the finer things of life, He still wants us to remember that it is only through His power this may be possible. God's message still goes out into the world to all people. He is the God of all men. Races or color make no difference to Him.

Again calling attention to the pages of history, Rev. Mr. Baumgarner stated that they reveal that the greatest leaders of the world, whose good deeds have been worth recording, have been men and women who believe in God. Today, God is pleading with the people of a sinful world. He is calling them back to Him. We need to realize that the true love of God is the only thing that will bring peace to the world. Men have tried their own particular plans, but yet the world has been plunged into the greatest and most destructive war of all time. Nothing but God's love can bring peace to the nations of the earth.

In conclusion, Rev. Mr. Baumgarner told the boys that the work of the Kingdom of God furnishes many opportunities for each of us to take our place in building this world into a better place in which to live. He urged them to strive to follow the lead of those who have gone on before—these God-loving people who have done so much for mankind, in order that when they reach the age of manhood, they, too, might be counted among those who are living for God.

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BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of February 25, 1945

Feb. 27—Jesse Parker, Cottage No. 10, 13th birthday.
Feb. 29—George Cix, Cottage No. 11, 16th birthday.
March 2—Tommy Everhardt, Cottage No. 6, 12th birthday.

COTTAGE HONOR ROLL

Week Ending February 18, 1945

RECEIVING COTTAGE

Lawrence Allen
Phil Batson
Coy Crabtree
Ralph Cranford
Sam Dill
William Hammond
Harry Matthews
James Perkins

COTTAGE No. 1

(Cottage Closed)

COTTAGE No. 2

Eugene Bowers
Robert Buchanan
Charles Byrd
Walter Byrd
Robert Furr
Ralph Gibson
Gerald Johnson
Chester Lee
Harold McKinney
John McLean
James Norton
Knox Norton
Carlton Pate
William Phillips
Marshall Prestwood
Jack Ray
James Stadler
Roy Womack

COTTAGE No. 3

Charles Allen
Craven Callahan
Joseph Case
William Doss
Charles Earp
Earl Green
Jack Hensley
James Hensley
Thomas Hyder
Bruce Honeycutt
Samuel Lynn
Jack Oliver
Robert Peavy
Donald Redwine
William Ussery
Paul Wolfe
Theodore Young

COTTAGE No. 4

Robert Blackwelder
Charles Carter
Paul Carpenter
Eugene Hudgins
William Lewis
Roy Miller
William Meadows
Leroy Pate
Paul Stone
John R. Smith
J. R. Truitt
Wesley Turner
Brady Tew
Edward VanHoy
Robert Walters
Eugene Watts
Leslie Winner

COTTAGE No. 5

Randolph Ammons
James Buckaloo
Thomas Barnes
Charles Billings
Woodrow Davenport
James Gibson
McKeever Horne
John Love
Robert Wilkins

COTTAGE No. 6

Rufus Driggers
Thomas Everhardt
Vernon Foster
Keith Futch
Stanford McLean
Clay Shew
James Swinson
Leroy Wilkins

COTTAGE No. 7

Horace Collins
Talmage Duncan
Carlos Faircloth
John Hill
Joseph Mitchell
Jack Phillips

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Ray Covington
Ray Edwards
Edward Guffey
John Linville
Eugene Peterson
Floyd Puckett
J. B. Wilson

COTTAGE No. 10

William Burnett
William Grissett
Frank Hensley
Leonard McAdams
Jesse Parker
Ray Taylor
Jack Williams

COTTAGE No. 11

Donald Bowden
George Cox
William Guffey
Raymond Hunsucker
James Phillips

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

William Andrews
Thurman Daniels
Raymond Fillyaw
Rufus Massingill
Walter Neagle
James Southern
William Whistnant

COTTAGE No. 14

Edward Britt
Clyde Bustle
Lawrence Littlejohn
William Lerschell
Clifton Rhodes
Bruce Sawyer
Hubert Smith
James Spence
Milton Talley
Lester Williams

COTTAGE No. 15

Frank Bass
George Brown
Harold Coffey
Jack Crump
R. V. Hutchinson
William Holder
Kenneth Hankins
James Knight
J. B. Ledford
Charles Stephenson
William Myers
Robert Rivenbark
Robert Roberts
Harvey Squires
Clyde Shook

INDIAN COTTAGE

Jack Bailey
Peter Chavis
James Chavis
Marshall Hunt
Carl Lochlear
Clyde Lochlear

INFIRMARY

Odell Cecil
Clifford Shull

"I scratch the ground with both feet," said the hen. "If I do not find anything with one foot, I certainly shall with the other." There is a good moral in that thought for all of us. Don't stagnate. Let our brains scratch around for new ideas and then use our hands to put those thoughts into operation.

—Victorian Magazine.

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THE UPLIFT

VOL. XXXIII CONCORD, N. C., MARCH 3, 1945 No. 9

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(See page 3)

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

THE MEASURE OF THE SOUL

Out of the upward reaching heart of man have grown dreams and visions and ideals. Often man has used his skill to make his dreams come true. But however close to them he has approached, his upward reaching heart has gone on dreaming of things higher still, which he cannot attain.

From the nature of man's spirit we know that perfection is a goal that runs swiftly before us, but always evades us. While we struggle to grow, we live in imperfection. Our aspirations, though never attained, guage and measure the quality of the soul more than all of its mistakes and failures.

Hence, to look out upon the astonishing universe with eyes unblinking and face unblanched; to ignore no truth and fear no facts; to build high hopes upon a firm foundation; to forgive without demanding apology; to keep affection in spite of misunderstanding; to set our thought upon the things of value, and spend our strength in the fulfilling of noble purposes; to reverence the good intentions of others rather than censure their errors; to be alert to nature's pageantry, though we dwell amid the city's clamor; to get the most out of life by right living, and give the most we can back to the world; to be sincere, faithful to responsibility, cherishing honor above indulgence, and service above gain; to be guided in our conduct by the shining angel of Intelligence, and not by the gaunt spectre of Fear; to approach our last hour with the calm of a philosopher and the gentleness of a saint; to leave the world enriched by a treasury of kind deeds and a memory of love—this, let it be said, is an aspiration; an ideal worthy of man.—Author unknown.

THE SCHOOL LIBRARY

The library at the Training School is regarded as of very great importance in our academic school department. The major purpose of the library is to contribute to the reading objectives of the School and to reading abilities of our boys. In a sense, it is regarded as an immediate tool which is used day in and day out. We think it has already made a fine contribution to our work, but on the other

hand there are greater possibilities than we have known heretofore. In the future as we shall attempt to emphasize the importance of providing for a flexible program that will take care of individual differences through individualized instruction, the library will become of still greater importance.

It is found that the boys at the School take great delight in reading and using the library books here. For many of the boys the books available to them offer certain valuable experiences which they have craved in life but which have been denied them. We try to impress upon the boys the value of good books. We tell them that all men have ever thought, all they have felt, is to be found somewhere between the covers of books. We tell them that a good book in the hands of a boy may be the golden key which will open for him a door through which he may have never passed before, and may change his entire life. We try to get him to feel that when he opens a good book of daring adventure he is about to have an adventure himself, one that is entirely different from all others. In these books they see themselves portrayed in their heroes, and they see life interpreted to them in a way they hope life is going to be like when they grow to maturity.

The library opportunities here are under the guidance of a librarian and classroom teachers. They are the ones who plan the reading program and help the boys to make proper selections of books. They try to lead the boys in their reading interest rather than cause them to have the feeling that all their reading is selected outside of their own choices. They try to preserve as great a flexibility as possible, yet be sure the boys spend their time profitably.

Within recent years an earnest effort has been made to equip the library with books definitely suited to the needs of the boys. Many of the books purchased have been on the primary graded level because many of the boys in the upper grades, in their free reading periods, enjoy these simple books. All of the new books now in the library are selected from the state's approved list for standard schools. They are books that deal with animals, adventure, airplanes, biography and nature. We think one vital test of a good book is the degree to which it attracks the boys who have not been sent by assignments, topics, or notebooks.

There is a total of 2,069 individual books in the library at the present time. Of this number there are 650 easy readers and picture books and 929 books of fiction. There is also a collection of helpful professional books for teachers.

There is also a total of 1,140 books for general reference. There are nine sets, as follows:

The Encyclopedia Americana.
Compton's Pictured Encyclopedia.
The How and Why Library.
Our Wonder World.
The World Book Encyclopedia.
Smithsonian Scientific Series.
Britannica Junior (two sets).
The Junior Classics.

On Mondays, Wednesdays, and Fridays the library is used by grades 5, 6, 7, and 8, both in the morning and in the afternoon. On Tuesdays, Thursdays, and Saturdays the library is used by the first four grades. The periods vary in length from 30 minutes to one hour, depending on the grade. In the library boys usually make their own book selections and make a start in their reading. When the library period is over and it is found that they are pleased with their selections, they are permitted to check out the books and take them to their classrooms or cottages. The upper grade boys have been taught to use the reference books, and they find them very helpful in their general school work. Some of the teachers have their boys to use the library periods for reading and making notes about historical or scientific subjects. In the library many boys find helpful suggestions for their drawings and other art work. The books are all entered in an accession record book, and the regular loan card system is used. When a boy takes out a book, we keep track of it by placing his name and cottage number on the card. A boy is permitted to have only one book at a time.

The library room has recently been remodeled and beautified. The walls are painted a bluish grey, with battleship grey shelving on two sides. The new books are in gay colors and tend to add to the general attractiveness of the room. The room is equipped with nice suitable pictures, such as Robin Hood, St. Francis of Assisi, Galileo,

Caxton, and Joan of Arc. The most beautiful picture of all is the Boyhood of Sir Walter Raleigh, which was presented by the Woman's Club of Charlotte, N. C. The windows are furnished with beautiful draperies in brilliant colors. In the library are four tables which seat six boys each, and there is one round table which seats six or more. This makes thirty seats available at any one time.

Several weeks ago a newspaper rack was added to the equipment. The Charlotte Observer and some other newspapers go into the library daily. In this way, the boys are permitted to keep up with the current events. There is also a magazine stand, and the school subscribes to several good magazines for the use of the boys, including the Reader's Digest and Popular Mechanics.

In addition to the books, the School owns a good supply of globes and maps, and these are very helpful in keeping the boys informed about world events.

The library is kept neat and clean and orderly by two library boys, Bobby Buchanan in the morning and Billy Phillips in the afternoon. There are two other part-time workers who are learning about the library. These boys are generally selected because of their dependability, their personal neatness, and their interest in books.

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NEED FOR FAITH, HOPE, AND BOUYANT OPTIMISM

In a recent address Mr. Winston Churchill in discussing the sad plight of the conquered countries of Europe and Asia, explained that they were suffering from the "diseases of defeat." Day in and day out they face or have faced the horrors of oppression, of poverty, of fear, and of death itself. To them the future has really offered very, very little encouragement. The pall of discouragement and disappointment has been almost overwhelming in its intensity. Yet many of these unhappy people have had something that has renewed their hopes through the dark days and months.

It may be, perchance, that the thing that has given them their greatest hope has been the prospect that ultimately the great American army of liberation would appear. No doubt they have had faith, and not without reason, that the doughboys of America in their armed might, crusading for the down-trodden of the earth,

would drive from their borders the pagan forces of oppressing tyrants. Probably no one fully understands to what extent the Chinese have placed their hopes in the potential aid to them from the United States. At this point in our violent struggle with Japan we have a very sacred and delicate obligation to China. The Chinese are more trustful towards Americans than towards any other nationality. Most of them, no doubt, have a sincere feeling that Americans have no selfish designs upon their property or their lives. It would be like striking a dagger into the hearts of the Chinese if we were to do anything to destroy their faith in America.

In their bitter hours of defeat and agony they have naturally deteriorated in many respects. They have deteriorated socially, morally, politically, economically, and educationally. And it happens that deterioration in one area intensifies the deterioration in all others. After all, it is rather remarkable that the Chinese, after seven or eight long years of torture, are doing as well as they are.

By analogy it is perfectly evident that individual human beings, just as nations, suffer from the "diseases of defeat." The delinquent boy in the sub-standard home, where poverty and disturbed social conditions have prevailed, has had his bitter moments of defeat that have destroyed so much of his character, and thus the path back to self-esteem and self-pride becomes a long and difficult way.

Dr. E. Stanley Jones has declared that there are five things which tend to destroy spiritual values and human personality. These are:

1. Being ridden with fear, worries, anxieties and negations.
2. Suffering from a sense of unresolved guilt, or lack of fellowship with God.
3. Being the victim of hate, anger, and resentment.
4. Lacking a sense of personal integrity.
5. Being intensely selfish, or self-centered.

Medical science has discovered that the stomach of a human being is so constituted that it operates successfully only for good-will. This means simply that whenever there is a dominance of ill-will, fear, and hatred, both the physical health and the disposition of the individual are jeopardized.

Dr. Jones also explains that studies in the Mayo clinics have proved that only 25 per cent of the ailments of human beings can be

attacked or treated with instruments and medicines. This means that 75 per cent of our ailments are mental and cannot be treated by instruments. In our mental and physical make-up we operate under the laws of nature, and in this respect God has us "tied" or "hooked," so that if we would succeed we must work in cooperation with God and the laws of nature.

To accomplish all of these goals and objectives is easily within the realm of possibility for everyone. It simply involves having hope and faith in the ultimate triumph of truth and righteousness. It simply means holding on to a bouyant, cheerful optimism.

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of March 4, 1945

March 4—Woodrow Davenport, Cottage No. 5, 14th birthday
March 5—Thomas Ware, Cottage No. 10, 14th birthday
March 5—Jack Williams, Jr., Cottage No. 10, 16th birthday.
March 6—Edward Refro, Cottage No. 9, 15th birthday.
March 7—Thomas Sessions, Cottage No. 5, 15th birthday.
March 8—Liston Grice, Cottage No. 9, 16th birthday.
March 9—David Eaton, Cottage No. 13, 15th birthday.
March 10—Rufus Driggers, Cottage No. 6, 12th birthday.
March 10—James Holleman, Cottage No. 7, 12th birthday.

WITH THE UNITED STATES ARMED FORCES

The following list includes the names, as they have come to this office, of members of the staff, former staff members, and former students of Stonewall Jackson Training School, who are now serving as members of the armed forces of the United States. It will be seen that four employees went into the service directly from the School campus. The others listed have, in some cases, been away from the institution for quite a number of years, joining the fighting forces several years after severing their connection with the School.

In checking over the list of our old boys, we find that practically one hundred per cent voluntarily enlisted in "Uncle Sam's" service, rather than wait to be called by the selective service system. It is also interesting to note that many of these fellows had been in their country's service several years prior to the Japanese attack on Pearl Harbor, December 7, 1941.

It any of our readers know of former Training School boys who are now in any branch of service, and can furnish definite information as to their present location, please notify the editor of THE UPLIFT, P. O. Box 32, Concord, N. C. We shall appreciate your co-operation.

Staff Members

Brausa, Ralph J. (Navy)
(d) Carriker, J. L. (Army)
Liner, James H. (Army)
Patterson, James L. (Army)
(§) Query, James L. (Army)

Former Staff Members

(d) Adams, J. E., Jr. (Navy)
Barrier, Major George L. (Army)
Cleaver, James A. (Navy)
Hollingsworth, Jesse G. (Navy)
Parker, Lt.-Col. Samuel I. (Army)
(d) Poole, William E. (Army)
Watson, Lt. James E. (Navy)
Wingate, Lt. W. J. (Army Air Corps)
Webb, James H. (Navy)

Former Students

Abernethy, Paul (Navy)
Adams, Clyde (Navy)
Adams, Felix (Army)
Alexander, J. Mack (Army)
Alexander, Robert (Army)
Allen, Burl (Navy)
Allen, Julian Herschel (Navy)
Allen, Grady C. (Navy)
Allen, Wayne (Navy)
Allison, John W. (Navy)
Allred, James R. (Army Air Corps)
Almond, Arnold (Army)
Almond, Odell H. (Navy)
(d) Amos, Gerald (Navy)
Andrews, Julian (Marine Corps)
Andrews, Lewis (Marine Corps)
Anderson, Raymond (Army)
Ashley, Arthur (Army)
Ashley, Cecil (Navy)
Atkins, Howard L. (Navy)
Atkins, Richard (Army)
Atkinson, Hiram (Navy)
Atwell, Robert (Navy)
Atwood, Earl (Army)
(d) Atwood, Hollie (Army)

Bailiff, Wilson (Navy)
Bailey, Richard (Army)

Baker, John B. (Navy)
Ballew, Edward J. (Navy)
(§) Ballew, William P. (Army)
Barber, Winfred V. (Army)
Bargesser, James (Navy)
Barker, Jewell (Army Air Corps)
Barkley, Joel (Army)
(d) Barnes, Henry D. (Army)
Barnes, Norton (Army)
Barrett, Allen (Army)
Barrier, Carl (Marine Corps)
Barrier, William T. (Navy)
(d) Bass, Homer (Navy)
Batson, Jack (Navy)
Batten, John E. (Navy)
Bishop, Garrett W. (Army Air Corps)
Baynes, Howard (Army Air Corps)
(Previously served an enlistment period in the Army.)
Beach, Ernest L. (Army)
Beaver, Albert (Army)
Beaver, Grover (Navy)
(d) Beaver, Walter (Army)
(d) Bell, James (Navy)
(d) Bell, William C. (Navy)
Bell, William G. (Navy)
Beheler, Reid (Navy)
Benson, John (Navy)
Blackman, William (Army)
(**) Blevins, Walter W (Army)
Bolton, James C. (Army)
Bordeaux, Junior (Army)
Bowman, Charles (Army)
Branch, Glatley (Army)
Branch, Horace (Army)
Brantley, Elmond A. (Marine Corps)
Bray, Relons Odell (Army)
Brewer, Clifford (Army)
Brewer, Ernest (Army)
Briggs, Paul (Marine Corps)
Britt, Jennings (Navy)
Broadwell, William (Navy)
(d) Brogden, Norman (Navy)
Broome, Jack (Army)
Broome, Laney B. (Coast Guard)
Broome, Paul (Marine Corps)
Broome, Shannon (Army Air Corps)
Brothers, William (Naval Air Corps)
Brown Aldene (Army)
Brown, Elbert M. (Navy)
Brown, Harold (Army)
(d) Bunn, Dewey (Navy)
Bunn, Homer (Army)
Burke, Ensign William H. (Navy)
Burkhead, Dermont (Navy)
Burleson, Lacy C. (Navy)
Burrow, John B. (Navy)
Butler, Femmous (Army
Butner, Roy (Marine Corps)
(d) Byers, Eugene (Navy)

Cable, Nathan (Army Air Corps)
Capps, John T. (Army Air Corps)
Carter, Adrian L. (Navy)
Carter, Douglas (Army)
Carter, Fred (Army)
Carver, Gardner (Army)
Causey, Floyd (Army)
(‡) Causey, James D. (Army)
Cecil, Virgil (Army)
Chapman, Charles (Army)
Chapman, Edward (Army)
Chattin, Ben (Army)
Cherry, Herman (Army)
Cherry, William (Navy)
Christine, Joseph (Navy)
Cline, Wade (Army)
Coats, Clinton (Army)
Cobb, Frank E. (Army)
Coffer, Robert (Army)
Coggins, Mack (Navy)
Collins, Glenn L. (Army)
Connell, Harry (Army)
Connell, James (Navy)
Cook, William (Navy)
Cooke, George C. (Army)
Cooper, Lake (Army)
Cooper, Dewell J. (Navy)
Cooper, Walter (Army)
Corn, James (Army)
Corn, William (Army)
Cowan, Henry W. (Army)
Cox, Howard (Navy)
Cox, J. C. (Marine Corps)
Craft, Arthur (Army)
Crawford, Jack (Navy)
(d) Crawford, Louis (Army)
Crawford, Wiley (Army)
Crotts, Charles L. (Navy)
Crumpler, John (Marine Corps)
Cunningham, David C. (Army)
Cunningham, Jesse S. (Navy)

Dalton, James (Army)
Daubenmyer, Nelson (Army)
Davis, Duke (Army)
Davis, Hubert (Navy)
Davis, James (Army)
Deal, Paul (Navy)
Deese, Horace R. (Navy)
Detherage, James (Army)
Dodd, Carroll (Army)
Donaldson, Harold (Marine Corps)
Dorsett, Douglas S. (Navy)
Dorsey, W. Wilson (Army)
Downes, George (Army)

Downes, William H. (Army)
Driver, Malcom (Army Air Corps)
Drumm, Glenn (Army)
Dyson, Fred (Navy)

Eaker, Arnold Max (Army)
Earnhardt, Donald P. (Navy)
Edmondson, Arthur (Army)
Edwards, Eugene (Navy)
Elders, James R. (Marine Corps)
Elliott, John (Navy)
Elmore, A. C. (Marine Corps)
Ennis, James C. (Navy)
Ennis, Henry (Marine Corps)
Ennis, Noah (Navy)
Ennis, Samuel (Army)
Estes, William T. (Army)
Eury, James (Army Air Corps)
Evans, John H. (Army)
Evans, Mack (Army)
Everett, Carl (Army)
Everidge, Samuel (Navy)

Fagg, Julius, Jr. (Army)
Faggart, John (Marine Corps)
(Enlisted 1929. Made Warrant Officer by Act of Congress, 1941.)
Fanslar, Hubert J. (Army)
Farthing, Audie (Navy)
Faschnat, Mose (Navy)
Fausnet, Bernard L. (Army)
(‡) Ferris, Russell (Army)
Fisher, Edward (Army)
Fisher, John H. (Army)
Flannery, John (Army)
Fralix, Howard B. (Army)
(d) Freeman, Richard (Army)
French, Ian (Army)
Furches, William (Marine Corps)

Gaddy, William (Navy)
Gaines. Robert (Navy)
Gardner, Horace T. (Army)
Gardner, John (Navy)
Gatlin, Britt C. (Army)
Gautier, Marvin (Army)
Gentry, William (Navy)
Gibson, Merritt (Army)
Glasgow. Mumford (Army)
Glasgow, Norwood (Navy)
Glasgow, Ramsey (Army Air Corps)
(Served in Marine Corps, 1929-1933. Member China Expeditionary Force, '29-'32.)
Glover, Henry (Marine Corps)
Godfrey, Warren (Army)
Godwin, John T. (Navy)
Godwin, Paul D. (Army Air Corps)
Goodman, Albert (Army)
Goodman, George (Army)
(d) Gouge, Jeff (Navy)

Gray, Delma C. (Navy)
Green, Eugene (Army)
Greene, Giles E. (Army)
Greene, Noah J. (Navy)
Gregory, Charles J. (Army)
Gregory, Roy (Army)
Griffin, Charles (Army)
Griffin, James H. (Marine Corps)
Griffin, William (Army)
Grimes, Lawrence E. (Army)
Grooms, J. B. (Army Air Corps)
Guffey, Lawrence (Army)

Hackler, Raymond (Army)
Hall, Brevard A. (Army)
Hall, Frank (Army)
Hall, Joseph (Army)
Hames, Albert (Navy)
Hames, William R. (Army)
Hamilton, Jack (Navy)
Hamilton, Leo (Navy)
Hampton, Robert (Navy)
(*) Haney, Jack (Marine Corps)
Hardin, Wilbur (Navy)
(d) Hare, James M. (Army)
Harper, Robert B. (Army)
Harris, Brown (Navy)
Harris, Edgar (Army)
Harris, Ralph (Navy)
Hawkins, Bruce (Navy)
Hawkins, William T. (Navy)
Head, Elbert (Army)
(d) Heath, Beamon (Navy)
Hefner, Charles (Army)
Hefner, Eugene (Navy)
Hensley, David (Army)
(d) Hensley, Frank C. (Army)
Hensley, J. B. (Navy)
Hendren, Isaac (Navy)
Hendrix, John (Army)
Henry, Charlton (Navy)
Hicks, Garland (Army)
Hicks, Odie (Marine Corps)
Hildreth, John (Army)
Hill, Doyce (Army)
(d) Hill, Urban (Army)
Hill, William (Army)
Hines, Hubert (Marine Corps
(d) Hines, Woodrow (Army)
Hodge, David (Army)
Hodge, Dallas (Army Air Corps)
Hogan, Gilbert (Army)
Hogsed, John R. (Army)
Hoke, Bernice (Navy)
Holland, Burman (Army)
Holland, Donald (Army)
Hollars, Ralph (Army)
Holloway, Hubert (Army)

Holmes, John (Army)
Holt, Archie (Army)
Honeycutt, Richard (Navy)
Hooks, Hubert (Army)
Hornsby, Thomas H. (Navy)
Honeycutt, Nathaniel (Army)
Howard, Jack (Navy)
Howard, Marvin (Navy)
Hoyle, James C. (Army)
Hudson, Hoyette (Army Air Corps)
Hulan, Norman (Navy)
(Previously served an enlistment period in the Army.)

Ingram, John E. (Navy)
Irby, Earl (Army)
Irwin, Raymond (Army Air Corps)

Jackson, Edgar (Marine Corps)
Jackson, William (Navy)
Jenkins, Fred (Navy)
Johnson, Clawson (Army)
Johnson, Coley (Navy)
Johnson, Edward (Navy)
Johnson, Hugh (Navy)
Jolly, James D. (Navy)
(d) Jones, Mark T. (Navy)
Jones, S. E. (Marine Corps)
Jordan, James E. (Army)
Journigan, Horace (Navy)

Keen, Clinton (Army)
Keith, Monroe (Army)
Keith, Robert (Navy)
Kelly, Grady (Army Air Corps)
Kelly, Jesse (Army)
King, Cleo (Army Air Corps)
King, Frank L. (Army)
King, Jesse (Navy)
King, Marvin (Navy)
King, Thomas (Army Air Corps)
Kinley, Robert (Marine Corps)
Kirksey, Samuel (Navy)
(d) Kivett, Clyde A. (Army)
Kivett, John (Army)
Knight, Thomas (Army Air Corps)
Knight, Thurman (Army)
Knight, William S. (Army)
Koontz, J. Milton (Army)
Kye, George (Army)
Kye, James (Army)

(‡) Lamar, A. C., Jr. (Army)
Land, Reuben (Army)
Land, Wilfred (Marine Corps)
Landrum, Luther H. (Army)
(d) Lane, Floyd C. (Marine Corps)
Lane, James E. (Navy)
Langford, Olin (Army)
Langley, William (Army)
Laramore, Ray (Army)
Lawrence, Robert (Marine Corps)
Leagon, Harry (Army)
Ledford, Harvey L. (Army)
Ledford. James (Marine Corps)
(*) Lemly, Jack (Army)
Lee, Valton (Army)
Lett, Frank (Army)
Lewallan, Paul R. (Army)
Link, Bruce (Navy)
Long, Joseph H. (Army)
Long, Loyce (Army)
Long, Stacey L. (Army)

Mabe, McCree (Army)
Martin, Willie H. (Army Air Corps)
Mathis, D. B. (Jack) (Marine Corps)
(*) Matthews, Douglas (Army)
Matthews, Harley P (Navy)
Maddox, Walter A. (Army)
May, Fred (Navy)
May, George O. (Army)
Mayberry, Douglas J. (Army)
Medlin, Clarence (Army)
Medlin, Ervin J. (Army)
Medlin, Wade (Navy)
(‡) Medlin, Wilson (Army)
Merritt, Edgar (Army)
(Previously served an enlistment period in the Army.)
Merritt, Julian (Army)
Michaels, J. C. (Navy)
Miller, Latha (Navy)
Montford, James B. (Army
Montgomery, Samuel (Navy)
Moose, Claude L. (Marine Corps)
Morris, Everett (Navy)
Morris, Jack (Army)
Morrow, Chas. W. (Army Air Corps)
Morrozoff, Ivan (Army Air Corps)
Morgan, William S. (Navy)
Murphy, Lemuel (Army)
Murphy, Norvelle (Navy)
Murray, Edward J. (Army)
Muse, Robert (Navy)
Myrick, Julian E. (Army)

McBride, Irvin (Army Air Corps)
McBride, J. Lee (Navy)
McCain, Edward G. (Navy)
(d) McCarter, Thomas (Navy)
McColl, Vollie O. (Navy)
McCoy, Hubert (Army)
McDonald, Ralph B. (Navy)
McEntire, Forrest (Marine Corps)
McEntire, John (Navy)
McFee, Donald M. (Army Air Corps)
McGee, Norman (Army)

McHone, Arnold (Navy)
McKay, John C. (Marine Corps)
McKee, Thomas R. (Army)
(Enlisted 1937)
McNeely, Robert (Army)
(Enlisted 1933)
McNeill, Preston (Army Air Corps)
McPhail, Daniel E. (Navy)
McPherson, Arthur (Navy)
McRorie, J. W. (Navy)

Nelson, Larry (Navy)
(d) New, William (Army)
Newton, Willard M. (Army)

(‡) Odum, David (Army)
Owen, Fred, Jr. (Marine Corps)
(d) Owen, Howard (Army)
Owens, Blake C. (Army)
Owens, Leroy (Army)
Owens, Norman (Army)
Oxendine, Earl (Navy)

Padrick, William (Navy)
Page, James (Army)
Parker, Albert B. (Army)
Parker, Richard (Navy)
Pate, Hansel (Army)
Patterson, James (Navy)
Patterson, Joseph (Navy)
Patton, Richard (Navy)
Payne, Joy (Army)
Peake, Harry (Marine Corps)
Pearson, Flay (Army)
Pennington, Grady (Army)
Pickett, Claudius (Army)
Pittman, Hoyle (Navy)
(d) Pittman, Ted (Marine Corps)
Pittman, Walter (Army)
(**) Plemmons, Hubert (Army)
Pope, H. C. (Army)
Porter, Frank J. (Army)
Potter, Linwood (Army)
(d) Powell, Wilson (Marine Corps)
Presnell, Robert (Army)
Pyatt, Jack (Marine Corps)

Quick, James (Navy)
Quick, Robert (Army)
Quick, Simon (Navy)

Ramsey, Amos (Army)
(Previously served an enlistment period in the Army.)
Ransom, B. T. (Navy)
Rash, Burris (Army)
Reavis, James (Army)
(d) Reep, John (Navy)
Revels, Grover (Navy)
Reynolds, D. C. (Navy)
Riggs, Walter (Navy)
Rivenbark William W. (Army)
(Served in Marine Corps, 1933-1938.)
Rhodes, Paul (Army)
Robbins, John (Navy)
Rogers, Hoyt W. (Army Air Corps)
Roberts, Lonnie (Navy)
Robertson, John C. (Army)
Robinson, Perry (Army Air Corps)
Rochester, Nicholas (Navy)
Rogers, Eulice (Army)
Routh, Walter (Army Air Corps)
Russ, James P. (Army)

Sands, Thomas (Navy)
Scism, Arlee (Navy)
Seibert, Fred (Army)
(*) Sexton, Walter B. (Army)
Seymore, Malcom E. (Navy)
Scott, Archie (Army)
Shannon, William L. (Navy)
Shaver, George H. (Navy)
Shropshire, Hassell (Army)
Sides, George D. (Navy)
Simmons, Horace K. (Navy)
Sistar, Walter B. (Army)
Sloan, Lonnie (Army)
Sluder, Wayne (Army)
Small, Clyde E. (Army)
Smith, Jesse (Navy)
Smith, Julius D. (Navy)
Smith, Oscar (Army)
Smith, Ventry (Navy)
Snider, Samuel (Navy)
Snuggs, Charles L. (Navy)
Spears, James (Navy)
Speer, Carl (Navy)
Springer, Jack (Army)
Sprinkle, Raymond (Army)
Stack, Porter (Army)
Stallings, William (Navy)
Stanley, Brown (Coast Artillery)
Stepp, James H. (Navy)
Stepp, Ralph (Army)
Stines, Loy (Navy)
Strickland, Earthie L. (Army)
Strickland, Robert W. (Army)
Stubbs, Ben (Army)
Sullivan, Richard (Army)
Sutherland, Jack (Navy)
Sutton, J. P. (Army)

Talbert, Morris (Navy)
Talbert, O. D. (Army)
Talbert, Steve (Army)
(d) Talley, Lytt (Army)
(x) Taylor, Daniel (Army)
Tessneer, Calvin C. (Navy)
Teeter, Robert E. (Army)

Thomas, Harold (Navy)
Thomas, Richard (Army)
Threatt, Sidi (Army Air Corps)
Tipton, Kenneth (Navy)
Tobar, William (Army)
Tolley, John R. (Navy)
Troy, Robert (Army)
Tucker, Joseph (Army)
Turner, Lee V. (Navy)
Tyson, William E. (Navy)

Uptegrove, John W. C. (Army)

Waldrop, Ned (Army)
Walker, Frank (Navy)
Walker, Glenn (Army)
Walker, Oakley (Army)
Walker, Robert (Army)
Walsh, Harold (Army)
Walters, Melvin (Army)
Ward, Eldridge (Army)
Ward, Hazen (Army)
Ward, Leo (Army Air Corps)
Ward, Robert (Army)
(Enlisted 1928)
Ware, Dewey (Army)
Ware, Torrence (Navy)
Watkins, Floyd A. (Army)
Watkins, Lee (Army)
Watson, Lieut. Lemuel (Army)
Watts, Everett (Navy)
Watts, James (Navy)
Watts, Boyce (Army)
Weaden, Clarence (Army)
Weathers, Alexander, Jr. (Army)
Webb, Charles R. (Army)
Webster, John D. (Army)
(d) Whitaker, John H. (Navy)
(*) Whitaker, William E. (Army)
White, Marshall (Coast Artillery)
Whitener, Richard M. (Army)
Whitley, John P. (Navy)
Whitlock, Winfred (Army)
Whitten, Thomas M. (Army)
Widener, Charles (Navy)
(d) Wiles, John D. (Army)
Wiles, Fred (Army)
(Enlisted 1927)
Wilhite, Claude (Army)
Wilhite, George (Army)
Wilhite, James (Army)
Wilhite, Porter (Army)
Williams, Everett L. (Army)
Williams, Louis (Navy)
Williams, Samuel R. (Navy)
Williams, William R. (Navy)
Williamson, Everett (Navy)
Wilson, John C. (Army)
Wilson, Kenneth (Navy)
Wilson, Thomas (Navy)
(*) Wilson, William J. (Army)
Winn, J. Harvard (Navy)
Wood, James L. (Army)
Wood, William T. (Navy)
Wooten, Charles (Navy)
Wrenn, Lloyd (Army)
(‡) Wright, George (Army)

Yarborough, Preston (Army)
York, John R. (Army)
(**) Young, Brooks (Army)
Young, R. L. (Marine Corps)
Young, William F. (Army)
Young, William R. (Army)
Ziegler, Henry F. (Navy)

Former Students in Merchant Marine Service

Hammond, Edward
Hill, Caleb
Hillard, Clyde
Lambert, Jay
Smith, Glenn W.
Shinn, Alwyn Y.
Stutts, Edward
Williams, Horace
Woodard, Arthur B.

(‡) Prisoner of war.
(§) Missing in action.
(*) Killed in action, or died from wounds received in action.
(**) Died while in service.
(x) Died while being held prisoner.
(d) Discharged from active service.

LOCAL HAPPENINGS

Reported By Boys of the School Department

New Maps and Globes

By William Poteat, 8th Grade

Recently, the school received a large supply of maps and three globes. The ten maps are very good ones, and we feel sure that they will be kept in this condition as long as possible. The names of the maps are as follows: South America, North America, Africa, World, Australia, Civil War Map, World Exploration, United States and Pacific, English Colonial Grants, and the Westward Movement.

Some of the maps such as North America, Africa, etc. are very important to geography whereas on the other hand, maps such as English Colonial Grants, Westward Movement, etc. are very good for teaching history.

We also received one large globe and two slightly smaller ones, which are in the library. The maps received a most hearty welcome when they were distributed around to the various school rooms.

New Posters for Washington's Birthday

By William Poteat, 8th Grade

New posters have recently been received commemorating Washington's birthday.

An Anti-Curse campaign is being followed in remembrance of Washington when he issued a general order in New York, July 1776, that reads as follows: "The general is sorry to be informed that the foolish and wicked practice of profane cursing and swearing, a vice heretofore little known in an American army is growing into fashion. He hopes that the officers will, by example as well as influence, endeavor to check it, and that both they and the men will reflect that we can have little hope of the blessing of Heaven on our arms, if we insult it by our impiety and folly. Added to this, it is a vice so mean and low, with out any temptation, that every man of sense and character detests and despises it."

We also received a Public Pledge Poster that reads as follows: "Let's Stop Cursing." We the Undersigned, are in agreement with Washington's General Order of July 1776, that cursing and swearing is a vice that is displeasing and dishonoring to Almighty God, as it is written: "Thou shalt not take the name of the Lord thy God in vain, for the Lord will not hold him guiltless that taketh his name in vain." Exodus 20:7. Therefore, we do solemnly pledge; that in obedience to Almighty God and with His help we will refrain from cursing and swearing.

Birthday Party at Cottage No. 6

Feb. 21st was a gala day at Cottage No. 6. Clyde Hoffman and Leroy Wilkins each had a birthday this week. Miss Jerry Hoffman, Clyde's sister, brought two pretty birthday cakes with eleven candles on one and twelve candles on the other, each cake was large enough for each boy in the cottage to have a slice. She also brought candy, cookies, oranges, raisins and cold drinks for each boy in No. 6 Cot-

tage. The boys sang "Happy Birthday" to Clyde and Leroy, after they blew out the candles. Besides this treat for the boys, Miss Hoffman and Mrs, Biggerstaff had the 11:30 radio program from Concord dedicated to Clyde.

Band Plays at Basketball Game

By William Poteat, 8th Grade

Wednesday night the Jackson Training School band went to Concord and played, along with Concord High School's second band, at the game between Asheboro and Concord.

We played about seven numbers. Some were: "March Marionette," "Front Line March," "Marines' Hymn" and others.

All the boys enjoyed the occasion, and, needless to say, they appreciated this opportunity very much.

The group was in charge of Mr. T. R. Adams, officer of the Receiving Cottage. The following boys went: William Whistnant, (bass drum); William Poteat, (E flat bass horn); Charles McClenney, (alto horn); Earl Hoyle, (alto horn); Thomas Barnes, (C melody saxophone); Gerald Johnson, (baritone); Robert Blackwelder, (baritone) and Troy Morris, (clarinet).

7th Grade Chapel Program

By William Poteat, 8th Grade

The program this week was under the direction of Mr. Bass and his seventh grade boys.

To open the program, the entire group sang "America," followed by the Scripture reading by John McLean.

Next, Mr. Hines led the group in prayer. "Life of Washington" was next, and it was given by Roger Barnes.

There was a poem entitled "Washington," by Gene Watts.

"Maxims of Washington" were presented by Robert Blackwelder after which the entire audience sang "America the Beautiful."

The next recitation, by Harry Mathews was entitled, "Washington and Lincoln.

The three concluding numbers were "In Washington's Time," by Thurman Daniels; "Washington's Birthday," by Phil Batson and "Washington-Lincoln-Wilson," by Robert Rivenbark.

Next followed the "Salute to the Flag."

To end the program the group sang "Yankee Doodle."

B. T. U. Meeting—Intermediate Group

By Jack Willis, 8th Grade

We opened the meeting with prayer. Several of the boys led in prayer. Then we had the roll call by Mr. Hines. We had 100% attendance. Mr. Iley was not present, and Mr. Puckett took his place. We discussed the Bible readings. Jack Willis read Exodus 14:-13-22.

After looking up the memory verse in the Bible, the meeting was turned over to the group leader, Ned Metcalf. Hugh Cornwell had the first part or introduction. Kenneth Staley had the second part entitled "China." The third part was discussed by Bobby Buchanan, and his part was entitled "Africa." Thomas Barnes discussed the fourth part, and his part was entitled "Europe." The rest of the program was omitted because of a lack of time. Gerald Johnson gave out the

parts for the program for next Sunday.

After the group meeting we assembled for a general meeting of all three groups in the auditorium. Theodore Young led the group in singing "In My Heart There Rings a Melody." Then Billy Hawkins, Charles Cox and Clay Shew sang "Sing and Smile."

Talks were made by Mr. Hines, Mr. Isenhour, Mr. Beck, and Mr. Puckett. All of the boys were led in singing "The Church by the Side of the Road." Gerald Johnson led that song. Plans for improving the B. T. U. were discussed. After that we were dismissed by Mr. Puckett.

B. T. U. Meeting—Junior Group I

By Donald Redwine and Sammy Lynn

The group was under the direction of Mr. Beck, of Concord, who substituted for Mr. Snyder, the regular group leader.

First, we got the number of chapters the boys had read during the past week The number was 113. We are falling down somewhat on our Bible readings, but the boys promised to do better next time.

Next, we presented our program. The first part by George Marr was entitled "Theological Seminaries in Bible Time." The next part entitled "Boyce's Plans for the Seminary" was presented by Robert Peavy. Part three was presented by Ervin Ewing. It was entitled "How Dr. Boyce Made the Plan Work." The last part was entitled "Before and After the War," and it was presented by Jack Hensley.

After the program we had sentence prayers. To close the program, we sang "My Country 'Tis of Thee."

B. T. U. Meeting—Junior Group II

Ralph Gibson, 6th Grade

The program started by a song entitled, "Praise Him, Praise Him," which was sung by the entire group. Following this Mr. Isenhour led the group in prayer.

After the prayer Mr. Isenhour told the boys about the first seminary. The first seminary was in Louisville, Kentucky.

Next on the program the boys read their parts. They were as follows: (1) "Two Theological Seminaries," Earl Greene; (2) "James P. Boyce," Robert Helms; (3) "Boyce Plans for the Seminary," Theodore Young; (4) "How Doctor Boyce Made the Plan Work," Harry Thompson; (5) "Before and After the War," Carlton Pate. All of the boys read their parts very well.

Next we discussed the Daily Bible Readings after which we had our memory verse.

Our memory verse for this week was: "This is my beloved Son in whom I am well pleased, hear ye Him." (Matthew 17:5.) It was memorized by most of the boys.

Perfect Attendance Records

By William Poteat, 8th Grade

On the regular four month check-up of attendance, Mr. Hines found out of 59 boys enrolled in the three unions, 36 had perfect records. That is to say that 61% of the boys enrolled had perfect attendance records.

In the Intermediate Group there were twelve out of seventeen who had perfect attendance records. They are: Ned Metcalf, **Bruce Sawyer,** Hugh Cornwell, Harold Duckworth, Jack

Benfield, William Myers, Hilton Reid, James Eller, Ray Edwards, Robert Hensley, Robert Flinchum and Gerald Johnson. This was 70% of the boys enrolled. A very good record!

In the Junior Group No. I there were 14 out of 23 enrolled that made perfect attendance records. They were William Guffey, Edward Guffey, Charles Cox, McIver Horne, Clay Shew, Billy Hawkins, Bobby Peavy, Charles Alexander, Chester Lee, George Marr, Robert Mason, Ervin Ewing, Jack Hensley, and James Swinson. This made an average of 60% of the boys in this group making perfect attendance records.

In the Junior Group No. II there were ten with perfect attendance out of 19 boys enrolled. This was an average of 58% perfect attendance.

The boys who made perfect attendance records in this group were: George Guyton, Billy Brooks, Brice Hill Thomas, Troy Morris, Theodore Young, Robert Helms, Harry Thompson, Herschell Duckworth, J. C. Cayton and Billy Ray Daye. Averaging these together, it makes an average of 61% in all three of the groups.

This is a very good record, and we hope that on the next check-up there there will be still higher percentage.

Clean-up Day

By William Poteat, 8th Grade

Saturday, to many people among other things represents bath day, but here at the school, Saturday means not only bath day, but clean-up day in and about the school building.

Last Saturday, we, in the eighth grade really gave our room and the principal's office a real cleaning.

We washed the windows, oiled the desks, and other wood work, such as window sills, etc; swept the floor, cleaned the chalk trays, washed the blackboards, dusted the erasers, cleaned the windows in the principal's office, washed greasy spots and finger prints off the walls, dusted the entire room, and thoroughly cleaned the cloak room.

The first grade cleaned the auditorium and their room.

The library boys gave the library a good cleaning, and so did the boys in the other rooms.

Saturday was "Spring cleaning" day!

Basketball Games

By John Allen, 8th Grade

Saturday, Feb. 24, five boys of Greensboro (Bessemer High eighth grade) came to the Training School and played the boys a few games of basketball.

The first game was played between the Training School team and the boys from Greensboro. The boys who played on the Greensboro team were David Nance, Guy Beavers, Laverne Campbell, R. W. Hepler, and Jack Bryson. The score of this first game was 42-19 in favor of the Training School.

The second game was between the Indian boys of the Training School and these Greensboro boys. The boys who played on the Indians' team were Leroy Lochlear, Alton Hammonds, Peter Chavis, Allen Hammonds, and Donald Ray Hunt. The score of this game was 12-6 in favor of the Greensboro boys.

The third game was between the boys of Cottage No. 10 and the boys from Greensboro. The boys who play-on the team of Cottage No. 10 were

Earl Godley, forward; Leonard McAdams, center; Jack Williams, forward; Frank Jones, guard; and Billy Grissett, guard. The score of this game was 23-15 in favor of the boys of Cottage No. 10.

The fourth game was played between the boys of Cottage No. 2 and Greensboro boys. The boys who played on the team for Cottage No. 2 were John McLean, guard; Jack Ray, forward; Carlton Pate, center; Roy Womack, guard; Barney Mills, forward; and Bobby Furr, Kermit Wright, Gerald Johnson, and Harlan Warren. The score of this game was 25-24 in favor of Cottage No. 2 boys.

After this game the boys stopped for a rest. During this period the boys went to Cottage No. 2. After a short walk the boys went back to the gymnasium for a last game before returning to Greensboro.

The fifth and the final game was played between the boys of the Training School team and the Greensboro boys. The boys who played on the Training school team during the first and last games played were Carlton Pate, Coy Crabtree, Lawrence Allen, Billy Hammond, Harry Matthews, Frank Chavis, Raymond Hunsucker, Gene Watts, Gene Hudgins, Windley Jones, Gerald Johnson, Charles McClenney, and Jack Benfield. The score of this game was 16-8 in favor of the Training School team. The scorekeepers of the games between Greensboro and the training school teams were Ray Edwards and John Linville. After the last game the visitors stopped their games with the boys as it was getting late, and they had to get back home. We hope to have these fine boys come again soon.

Volley Ball Games Saturday

By James Perkins, 8th Grade

We had an exciting time here at the school Saturday afternoon. We had games among cottages in each league. These are the cottages that played each other and the scores:

League Number One — Fifteenth Cottage 40 Ninth Cottage 35; Fourteenth Cottage 52 Tenth Cottage 47; Eleventh Cottage 23 Thirteenth Cottage 22.

League Number Two — Receiving Cottage 50 Second Cottage 36; Fourth Cottage 43 Third Cottage 23; Fifth Cottage 38 Indian Cottage 24.

All these games were played on the school playground and I think every boy that played had a thrilling time.

TOO LATE

In this world of hurry, and work and sudden end,
If a thought comes quick of doing kindness to a friend,
Do it that very minute; don't put it off, don't wait;
What's the use of doing a kindness if you do it a day too late?

—Selected.

MARCH IN NORTH CAROLINA HISTORY

(We The People)

IT HAPPENED IN MARCH

March 1, 1662. Land in what is now Perquimans County deeded to George Durant.
March 2, 1867. Congress passed reconstruction act which put North Carolina into Military District No. 2.
March. 3, 1864. W. W. Holden announces candidacy for governor.
March 5, 1841. George Badger becomes Secretary of Navy
March 6, 1728. William Byrd begins survey of boundary between North Carolina and Virginia.
March 7, 1853. James C. Dobbin begins service in President Pierce's Cabinet.
March 9, 1885. Present State flag adopted by legislature.
March 12, 1889. Aldermen and McIver begin educational crusade.
March 13, 1830. Zebulon Baird Vance born.
March 14, 1862. Battle of New Bern.
March 15, 1781. Cornwallis abandons Guilford Courthouse Battlefield.
March 18, 1766. Stamp Act repealed.
March 19, 1865. Battle of Bentonville.
March 22, 1871. Governor Holden impeached.
March 23, 1852. A North Carolina Secretary of the Navy instructed Commodore Perry to open Japan for trade.
March 24, 1663. All land in North Carolina given to the Lord's proprietors.
March 25, 1584. Walter Raleigh given patent on land in New World.
March 27, 1867. First Republican State Convention held in Raleigh.
March 28, 1870. Greensboro opens first graded school system in State.

Ninety years ago, on March 23, 1852, a North Carolinian, who was then Secretary of the Navy, dispatched a letter of instructions to Commodore Matthew C. Perry to take command of the squadron in the East Indian and China Seas for the purpose of opening Japan to world trade. Prior to that time, the island kingdom of the Nipponese had been closed to all foreigners and outside influence. While the letter of instructions to Perry was dated March 23, 1852, it was not until the following November that he actually sailed on his voyage.

March is really Navy month in North Carolina history; because, in addition to the incident mentioned above, George Badger, another North Carolinian, was appointed a member of the Cabinet as Secretary of the Navy on March 5, 1841; and James C. Dobbin, also of this State, began his service as Secretary of the Navy in Franklin Pierce's Cabinet on March 7, 1853. It is also an interesting coincidence that Josephus Daniels, another Secretary of the Navy, left the Cabinet on March 6, 1913.

March 25, 1944, marks the 360th anniversary of Sir Walter Raleigh's individual renewal of the Royal permission to colonize America. Prior to that time, the English Queen Elizabeth had issued a permit to Raleigh's half brother, Sir Humphrey Gilbert, to explore the New World. Raleigh and Gilbert made an effort to sail to America in 1578, but were forced back by the Spaniards. Five years later Gilbert made the trip without Raleigh. He never returned from the voyage. On March 25, 1584, Gilbert's

patent was renewed in the name of Walter Raleigh who was given authority to establish, colonize, and govern them.

The oldest land grant in North Carolina is dated March 1, 1662. This grant was for land which George Durant of Virginia bought from the Indians in what is now Perquimans County. This land was located on the north side of the Albemarle Sound near the Perquimans River and was known as Durant's Neck.

A year later on March 24, 1663, all the land in what is now North Carolina and much more was given to the eight Lord's Proprietors, who ruled the Colony for a number of years.

The next anniversary which falls in March was the repeal of the Stamp Act by the British Parliament on March 18, 1766. While this is not strictly a North Carolina anniversary, it was partially the result of the active and belligerent opposition to the Stamp Act by colonists of this State which caused its repeal.

One of the final acts of the Revolutionary War was Cornwallis' decision to quit the fight in North Carolina after the Battle of Guilford Courthouse on March 15, 1781. The battle of Guilford Courthouse opened in the afternoon of March 15, 1781. Following this indecisive war so far as the British were concerned, the British General left the State, moving toward the final surrender at Yorktown.

Another event in connection with colonial history was the settlement of the boundaries between the colonies of North Carolina and Virginia. William Byrd, ancestor of the famous Byrd family of Virginia, began this survey on March 6, 1728. The story of the survey has been given much more prominence than the actual event itself, because of Byrd's uncomplimentary remarks about North Carolina in his history of the dividing line.

Seven anniversaries connected directly or indirectly with the tragic period in the Nation's history growing out of the war between the states happened in March. The earliest of these events was the birth of Zebulon Baird Vance on March 13, 1830. He was Governor of the State during this period. Two of the battles of the Civil War were fought in North Carolina in March. The Battle of New Bern occurred on March 14, 1862, in which the Confederate forces, under the command of Colonel Zeb Vance, were forced to retreat, leaving New Bern in the hands of the enemy.

The other battle was that of Bentonville in Johnston County on March 19, 1865, about twenty days before General Lee surrendered and a little more than a month before the forces in North Carolina under General Johnston surrendered to Sherman at the Bennett House about six miles from Durham. The other March anniversaries were connected with the reconstruction period following the war. On March 2, 1867, Congress passed the reconstruction act which divided the South into Military Districts for government under Army regulations. North Carolina became Military District No. 2, under the command of General E. R. Canby. Near the close of the war on March 3, 1864, W. W. Holden, who had been giving Governor Vance trouble in his efforts to have the State secede from the Confederacy, annnounced his candidacy for the governorship. While defeated, he was later named Governor, and the most important event

in Holden's life happened on March 22, 1871, when he was impeached and thrown out of office. On March 27, 1867, the first Republican State Convention was held in Raleigh. Thomas Settle was the dominant force in the organization of the Party and in its first political convention in North Carolina.

On March 18, 1870, the Charter of the City of Greensboro was amended to make provision for the establishment of the first public white graded school in the State to be supported by money from a City Treasury. The school did not open until the fall of 1870, but the amendment to the Charter was ratified in a special election in May following its submission on March 28. The State Board of Education on March 12, 1889, adopted a resolution instructing the State Superintendent, Finger, to work out a plan for holding institutes which would stimulate interest in education. As a result of this action, Edwin A. Alderman and Charles Duncan McIver were employed as institute conductors and began their work the following year. Out of these efforts grew North Carolina's first intense interest in education.

On March 9, 1885, the Legislature adopted the present State flag as the official emblem of North Carolina.

IMPORTANT DATES IN MARCH

(Selected)

1—William Dean Howells, American novelist and poet, born, 1837.
1—Augustus St. Gaudens, American sculptor, born, 1848.
1—Nebraska admitted to the Union, 1867.
2—Texas Independence Day.
2—Dewitt Clinton, American statesman, born, 1769.
2—Sam Houston, American soldier and political leader, born, 1793.
2—Pope Leo XIII born, 1810.
3—George M. Pullman, American inventor and capitalist, born, 1831.
3—Florida admitted to the Union, 1845.
3—Alexander Graham Bell, inventor of the telephone, born, 1847.
4—Count Pulaski, a Polish soldier, who rendered valuable assistance to the Americans in the Revolutionary War, born, 1748.
4—The United States Constitution went into effect and Washington became the first President, 1789, though not inaugurated until April.
5—The Boston Massacre, first bloodshed of the American Revolution, 1770.
5—The "Monitor," first iron-clad vessel, delivered to the Federal Government, 1862.
6—Michelangelo, Italian painter and sculptor, born, 1475.
6—Elizabeth Barret Browning, famous English woman poet, born, 1806.
6—Missouri Compromise passed, 1820.
6—Philip H. Sheridan, American general, born, 1831.
6—Massacre at the Alamo, San Antonio, Texas, 1836.
7—Providence, R. I. founded, 1638.
7—Sir Edwin Henry Landseer, English animal painter, born, 1802.
7—Luther Burbank, famous horticulturist, born, 1849.
7—Discovery of the South Pole announced by Amundsen, 1912.
8—Richard Howe, English admiral, born, 1726.

8—The Stamp Act passed the English House of Lords, 1765.
9—Amerigo Vespucci, Italian explorer for whom America was named, born, 1451.
9—The first battle of iron-clad ships. The "Monitor" defeated the "Merrimac," 1862.
10—Prussian Order of the Iron Cross instituted, 1813.
10—Dudley Buck, American organist and composer, born, 1839.
10—Ulysses S. Grant made commander-in-chief of the Union Army, 1864.
10—First word spoken over the telephone, 1876.
11—Sir Alexander Mackenzie, a Canadian explorer, died, 1820.
11—Fist snowfall in the famous blizzard of 1888.
12—General Post Office established by Congress, 1789.
12—Thomas B. Read, American poet and painter, born, 1822.
12—Simon Newcomb, astronomer and mathematician, born, 1835.
13—Charles Gray, English statesman, born, 1764.
13—Alexander II of Russia, assassinated, 1881.
13—Standard Time adopted in the United States, 1884.
14—William Penn given grant of Pennsylvania, 1681.
14—Eli Whitney patented the cotton gin, 1794.
14—Johann Strauss, Austrian composer and conductor, born, 1825.
15—Julius Caesar assassinated, 44 B. C.
15—Andrew Jackson, seventh President of the United States, born, 1767.
15—Maine admitted to the Union, 1820.
15—Troops called out by Canadian government to resist Fenians, 1866.
16—James Madison, fourth President of the United States, born, 1751.
16—West Point Military Academy founded, 1802.
17—St. Patrick's Day.
17—British evacuated Boston, 1776.
17—Roger B. Taney, chief justice of the United States Supreme court, born, 1777.
18—John C. Calhoun, American statesman, born, 1782.
18—Grover Cleveland, 22nd and 24th President of the United States, born, 1837.
18—Bismark, first chancellor of the German Empire, resigned, 1890.
19—David Livingstone, African explorer and missionary, born, 1813.
19—William Jennings Bryan, American political leader, born, 1860.
20—Charles W. Elliot, American educator, born, 1834.
20—Marshall Foch, French military leader, died in Paris, 1929.
21—Vernal equinox, the beginning of spring.
21—Johann Sebastian Bach, German composer, born, 1685.
21—Germany's last offensive in World War I began, 1918.
22—Anthonis Van Dyck, Flemish portrait painter, born, 1599.
22—Stamp Act signed by George III of England, 1765.
22—Braxton Bragg, American general, born, 1817.
22—Rosa Bonheur, French artist, noted for animal paintings, born, 1822.
23—Patrick Henry delivered his famous speech on liberty, at Richmond, Va., 1775.
23—Schuyler Colfax, American statesman, born, 1823.
25—Henry Hudson sailed for America, 1609.
25—Joachim Murat, French soldier, born, 1767.
25—Slave trade abolished by British Parliament, 1807.
26—W. E. H. Lecky, English historian, born, 1838.
26—Edward Bellamy, American novelist, born, 1850.
26—Robert Frost, New England poet, born, 1875.
27—Ponce de Leon discovered Florida, 1513.
27—Louis XVII of France, born, 1785.
27—Wilhelm Konrad Roentgen, discoverer of X-Ray, born, 1845.
28—Gunpowder first used in Europe, 1380.
28—Raphael, Italian painter, born, 1483.
29—John Tyler, tenth President of the United States, born, 1790.

29—British North America Act passed by Parliament, 1867.
29—Robert F. Scott and companions died on return from South Pole, 1912.
30—First meeting of Congress under new Constitution, 1789.
30—John Fiske, American philosopher and historian, born, 1842.
30—Alaska purchased from Russia, 1867.
31—Franz Joseph Haydn, Austrian composer, born, 1732.
31—Commodore Perry negotiated the first treaty between United States and Japan, 1854.
31—Last American troops left Cuba, 1909.
31—Ambassador Myron T. Herrick died in Paris, 1929.

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INSTITUTION NOTES

We regret to announce that Mr. Sam B. Kennett, a member of the School's staff of workers, sustained a broken leg last Monday night. This accident occured immediately in front of the Administration Building, about 8:45 p. m.

This was an unavoidable accident, and is deeply regretted by the entire School personnel. Mr. Kennett was struck from behind by a car, driven by Superintendent Hawfield, as it was being backed out of the walk-way leading to the main entrance.

An ambulance was called and Mr. Kennett was immediately taken to the Cabarrus County General Hospital, Concord, where the injury was treated by Dr. Paul R. Mauldin and Dr. R. M. King. These doctors reported that the operation was a success and that unless there should be complications, Mr. Kennett would be on his feet again within a few weeks.

—:—

In a recent letter from Norton Barnes, a former member of our printing class, who is with the Third Army in Germany, we learned that Raymond Sprinkle, another former student, had been in the Army about two and one-half years, and is now serving overseas.

Raymond Sprinkle entereo the School, July 2, 1937 and remained here until August 10, 1940, when he was conditionally released to go to live with a sister in Statesville. While here, this lad was familiarly known as "Spot" and was a member of the Cottage No. 2 group. He worked on the farm for about ten months, was a sweeper at the Administration Building for nine months, and worked in the textile plant for eleven months. He entered the third school grade and had been in the seventh for five months at the time of leaving the institution. Apparently he did very well in his school work, since a report of his grades covering a period of several months prior to his release shows quite a number of 100's in various studies.

In spite of the fact that the lad did not have a reasonably fair chance at home, he manged to get along all right, and was granted an honorable discharge from further parole supervision on September 24, 1941. It was his plan and that of the welfare department for him to become an en-

rollee in a CCC camp at that time. The CCC was discontinued shortly after those plans were made, and we are not sure as to their being carried out. We had had no word from him until the letter from overseas called our attention to the fact that he was in the Army and that his name should be placed on our list of former students now serving in the armed forces. Raymond is now twenty-two years old.

—:—

Superintendent Hawfield recently received a letter from Arthur B. Woodard, a former student here, stating that he was in the Merchant Marine service. He had written last December for recommendations, which were sent. Arthur tells in his latest letter that he has been out on a trip or two and is enjoying the service very much. His headquarters seem to be at Norfolk, Va.

Arthur entered the School, January 15, 1943 and he remained here untill May 23, 1944, when he was conitionally released to return to his home in Vance County. Upon admission to this institution, he was placed in Cottage No. 15 but was shortly transferred to Cottage No. 10, where he stayed untill being released. This lad worked in the bakery, where he was considered a very dependable helper. At the time of leaving us, Arthur was in the fifth school grade.

After going back home, Arthur continued to make a good record, and when back on a couple of visits, he looked as if he had been getting along very nicely. He will be seventeen years old on April 15th.

Arthur's letter to Mr. Hawfield, dated February 24th, reads as follows; "Dear Mr. Hawfield: Just a few lines to say 'hello' and to let you know that I got into the Merchant Marines, and am getting along just fine. I sure want to thank you and Mr. Liske for all that you have done for me. I just came back from Boston, Mass. We got into Norfolk, Va. about three o'clock, and we are going back tomorrow. I like my work here just fine. Am a messman, and am I a 'mess'.

"Mr. Hawfield, I would like to have a copy of The Uplift once in a while, if you have time to send it. Want to show it to the boys on my ship. They think I am just kidding them when I talk about the Training School. Well, I'm trying to write on a tablet here in the mess hall, and it's plenty hot, so will close for this time. Best regards to all. Yours truly, A. B. Woodard."

—:—

Not long ago, Mr. and Mrs. A. L. Carriker, officer and matron in charge of Cottage No. 5, received a very nice letter from Elmer Talbert, formerly of that cottage, which reads as follows:

"Dear Friends: Your most welcome letter was received and I was happy to get it. Really, folks, it did me a lot of good to hear from you. You can't realize how much it means to me to hear from my best friends.

"You know, folks, I owe you a lot for the training you gave me, and it sure is coming in handy over here. Wish I could be back there for more. Which proves that a person can't know too much. I wish I could convey all this to your pupils who think they know it all. I know what I'm talking about, for I'm finding it out the hardest way.

"Am with the sixth corps, attached to the Seventh Army, operating in the Alsace region of France. The weather isn't too cold but we are

getting our share of snow, which is about a foot deep now, and it has started to snow again. I'll be glad when it all melts away, but then we'll have to contend with mud, which is even worse. Oh, well, guess I'll just have to take what comes along.

"Things over here are hard at times and then again just as easy, so I can't complain about that part. Can't even hope to be with a better outfit, as we have already built up a name. The fellows and myself get along swell. We are all buddies, here for the same purpose, and that is for Victory. We work in close unity, for we know the harder we work the quicker we can return home to our loved ones. When things get dark, we just think of that day when it will all be over, which does a lot to give us that needed boost.

"I am not hurting a bit for anything. I get plenty to eat, and it is good; have more than I need of smokes; the clothing is the best and warmest of any army in the world. That's one thing I'll say about the American army, and that is we are the best fed and equipped of any army in this war. I thank God I am an American.

"So with this one thought in mind, I am trusting in God, and hope to see you soon. Thinking of you, I remain just an old pupil. Love, Elmer Talbert."

Superintendent Hawfield received a letter from Jack Bright, formerly of Cottage No. 12. Jack now lives in Detroit, Michigan, and his letter, dated February 22nd, reads as follows:

"Dear Mr. Hawfield: Sorry I haven't written before, but to tell the truth I haven't written to anyone. Hope you and the boys are getting along OK. You don't know how much I appreciate what you did for me when you let me go back to live with Mr. J. S. Mauldin. I made quite a bit of money for the time I stayed there.

"Am now in Detroit, where it really gets cold. I am working in a defense plant and taking pre-naval training with the Young Seamen of America, and am getting along fine in my studies, thanks to Mr. Johnson for drilling us, for it really helps out in a boot school.

"Before coming to Detroit, I was in Indianapolis, Indiana, waiting for my father, who is in the Army Signal Corps with the 15th Air Force in Italy. He has been overseas for eighteen months. I would like to get in but am only sixteen years old. Will be seventeen December 7th.

"I still remember my thirteenth birthday. I was in the living room in Cottage No. 12 under Mr. Finley when the Japs bombed Pearl Harbor. If they were still taking pilots into the Army or Navy, I believe I could get a good rating because of the training I am taking now.

"If you know the addresses of the following boys, I would appreciate your sending them to me: Charles Simpson, Eugene Kerman and Kenneth Tipton, also of Mr. and Mrs. Crider, of the infirmary and Miss Greenlee, former matron at Cottage No. 12. Please ask Mr. Godown if he will send me a copy of the next Uplift, and give my best regards to Mr. and Mrs. Kiser, of Cottage No. 4.

"Am sorry my handwriting isn't so good. I don't have time to practice,

for I work ten hours at the plant every day. Am making parts for the fastest firing machine gun in the world, which goes on fighter planes.

"Here's wishing you all the luck in looking after the boys. Please write. Sincerely yours, Jack Bright."

—·—

John R. Tolley, a former student at the School, recently wrote Superintendent Hawfield. Johnnie is now a member of the United States Navy, and is receiving basic training at Bainbridge, Maryland. His letter, dated February 24th, reads:

"Dear Mr. Hawfield: Just received your letter containing my recommendation. Sure was glad to get it, but had it come earlier perhaps I would not be a cook on a Destroyer Escort, but I'm in the Navy, and that's all that matters. I appreciate what you did for me and know it was a lot of trouble, but I'm not going to give up. When I go aboard ship, I am going to try again.

"Last summer, when I was at Mrs. Queen's, I had the pleasure of meeting Rev. Mr. Jordan's family. He has three sweet children.

"How is everything at the School? I'll bet you and the rest are planning to have a large crop this year. And how are Mrs. Hawfield, Mr. Barber and Mr. Godown? Tell them all 'hello' for me.

"I now have three brothers in the service. One is in the Pacific and one in Belguim. Haven't heard from the third brother so I don't know where he is. One of my brothers was discharged from service last December. I certainly hope the war will soon be over.

"I saw Mr. J. Lee White in Raleigh and spoke to him. That was when we were leaving for the training station.

"Haven't much to say for it is almost time to hit the sack. Am on service this week, and am losing sleep, as I can't leave the chow hall all day long. I go there at 4:30 a. m. and leave at 7:30 p. m. That's a long time to stand on your feet but I get along all right. I have also learned how to control my 'gab' in this training business.

"There are nine boys here from Waynesville, and about 70 per cent of the boys of our crowd is from North Carolina. There are some Northerners here and we fight the Civil War over just about every night, and have a lot of fun doing it.

"Please remember me to all the folks at the School, and don't forget that I'd like to hear from you soon. Sincerely, John Tolley."

—:—

A letter was received this week from J. Lee McBride, who was a member of our printing class in 1926. For nearly two years "Mac" has been in the United States Navy, where he is classified as a third class printer. Prior to enlisting in the Navy, he was a linotype operator-mechanic on the daily Alexandria (Va.) Gazette for about fourteen years. His letter, dated February 17th, from somewhere at sea, reads as follows:

"Dear Mr. Godown: What's the good news these days? Sorry that I haven't had time to write more often but in the Navy we are kept busy. When I was home on a ten-day leave in December, Mary told me that you had been asking about me. I told her I'd drop you a line the first chance I got, so here it is.

"Boy, I once thought it was tough

at the old School, but out here I've really found out what tough going is. Well, in war, one can't have his cake and eat it, too, and I'm here to do the best I can to help win this thing.

"Here's something I would like you to be thinking of. If you have two boys who would like to work for me in Alexandria after the war, in the little job plant I've been operating on the side, let me know about it. Teach them all you can for I'm going to need them. My present plans are to recondition my Kelly-B press and trade my 8x12 and two 10x15 Miller feeders on a Kluge 12x18 and a Meihle vertical and an offset press. After this war is over there is going to be the greatest era the printing trade has ever known, and I want to start early, if I can get the equipment.

"My foreman at the print shop was reported missing in action after the invasion of Leyte which was a shock to me. He was a great guy.

"Well, I'll close for this time, wishing for you and all the boys and officers at the School the very best of everything. Please give my regards to Mr. Boger and Mr. Johnson. As ever, Mack."

—:—

The service at the School last Sunday was conducted by the Rev. Charles McClure, pastor of the Caldwell Memorial Presbyterian Church, in Charlotte. This was Rev. Mr. McClure's second visit to the School within recent months, and all of us were delighted to have him on this occasion. We hope he may return soon.

Rev. Mr. McClure used some verses from the 19th chapter of Matthew as a lesson for the boys, reading from the 16th through the 26th verses. As a theme he used the word "Inherit eternal life." The lesson from the Scripture deals with the story of the rich young ruler who had great possessions and who apparently was sincerely interested in learning how he could gain eternal life. Although he seemed to want this pearl of great price, for some reason he was unwilling to pay the price for it, but evidently preferred the way of ease and comfort. In this story, one of the saddest in history, we find a man who is at the cross-roads in life where he must make a fundamental decision as to whom he would follow. So far as we know, when he was told what would be required, he never came back.

Rev. Mr. McClure explained that there were three requirements of one who would attain eternal life, which he described as the supreme goal.

First, a person must be willing to keep the commandments. Sometimes men break the commandments thinking that in doing so they will find the greatest happiness and joy in life. However, in a sense we do not break the laws of God. When we sin we violate them, but in the end we break ourselves. He explained to the boys that in all the games of life, such as football, there are certain rules and regulations which govern the game. If the game is to be played at all these laws must be observed. Likewise, he explained that we also have to observe traffic laws if we are to maintain order and system in moving from place to place. In a similar manner, it is necessary for us to observe the laws of God.

Second, it was explained to the rich young ruler that he would need to forget himself if he were to inherit

eternal life; that he would have to find something outside of himself and and bigger and more worthwhile than himself, if he were to reach this high goal. He was told to go and sell all he had and give to the poor and then come and follow the Master. Throughout history there have been many who have done just that, and the speaker cited as a good example of this the life of David Livingstone, who left all his friends and comforts to go to the country of Africa. Likewise, in the war of today, which is chastening so many people, we find that many valiant young men are in the army doing their best that the world might be preserved for the righteous. It was explained that it is a wonderful thing to be a volunteer soldier serving in the country's cause, but that it is even a finer thing to be a soldier for Christ. So far as we know, the rich young ruler, after he learned what was required, preferred to go away into oblivion.

In the third place, the speaker explained that if we would inherit eternal life, we must follow Jesus day by day and year by year. This means, above all things, following him in everyday living in such things as honesty, truthfulness, cleanliness and service to others. It was also explained that no one can live to himself, but that he must become a member of certain social and civic groups, so that we must not only follow Jesus as individuals but as groups.

Rev. Mr. McClure concluded his sermon to the boys by urging that they learn to follow Jesus in their youth and follow him all the way through life. The youth period of one's life, after all, is the most important time. As an illustration of this, the speaker explained that it was the young peiple of Germany and Italy who wore the Brown Shirts and Black Shirts and primarily caused the present war through which we are now going.

———:———

BITS OF LIFE

You get in quality only what you pay for, no matter if it be material, service, or labor.

Rejoice in all the honors which come to those you know. That you know them makes you, in a sense, a partner in their fame; that you rejoice with them, brings you their friendship.

Wisdom is knowing what to do, skill is knowing how to do it, and virtue is doing it well.

Do unto others as though tomorrow you would be the others.

Ideas are funny little things. They won't work unless you do.

Ideals are like stars; you will not succeed in touching them with your hands, but, like the seafaring man on the desert of waters, you choose them as your guides, and, following them, you reach the destiny of your ambition.—Carl Schurz.

COTTAGE HONOR ROLL

Week Ending February 25, 1945

RECEIVING COTTAGE

Phil Batson
Thomas Brantley
Charles Brown
Ralph Cranford
Samuel Dill
William Hammond
Harry Matthews
James Perkins
David Prevatte
Charles Young

COTTAGE No. 1

(Cottage Closed)

COTTAGE No. 2

John Allen
Eugene Bowers
Robert Buchanan
Charles Byrd
Walter Byrd
Robert Furr
Ralph Gibson
Gerald Johnson
Chester Lee
Harold McKinney
John McLean
James Norton
Knox Norton
Carlton Pate
William Phillips
Hayes Powell
Marshall Prestwood
Jack Ray
Van Robinson
James Snead
Harlan Warren
Roy Womack
Clyde Wright
Kermit Wright
Barney Mills

COTTAGE No. 3

Charles Allen
Landon Barnett
Craven Callahan
Joseph Case
William Doss
James Graham
Earl Green
Thomas Hyder
Bruce Honeycutt
Robert Lee
A. J. McCraw
Jack Oliver
Robert Peavy
Donald Redwine
William Ussery
Theodore Young

COTTAGE No. 4

Robert Blackwelder
Leonard Bradley
Jack Gray
Eugene Hudgins
Robert Hogan
Roy Miller
Brice Meadows
Thomas Ruff
Paul Stone
John R. Smith
Wesley Turner
Brady Tew
Robert Walters
Eugene Watts
Leslie Winner

COTTAGE No. 5

James Buckaloo
Thomas Barnes
James Gibson
John Love
Samuel Price
Robert Wilkins
William Walls

COTTAGE No. 6

Carl Church
Rufus Driggers
Vernon Foster
William Hawkins
George Marr
Stanford McLean
Leroy Wilkins

COTTAGE No. 7

Horace Collins
William R. Daye
John Hill
Jack Phillips
Kirk Putnam

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9
(No Honor Roll)

COTTAGE No. 10
(No Honor Roll)

COTTAGE No. 11
Charles Alexander
Odean Bland
Donald Bowden
Jack Gentry
William Guffey
George Guyton
Edward Hambrick
Elmer Heath
Fred Holland
Raymond Hunsucker
Arlon McLean
James Phillips
Alvin Porter
James Ray
Maxie Shelley
J. W. Smith
J. C. Taylor
William Walker

COTTAGE No. 12
(Cottage Closed)

COTTAGE No. 13
William Andrews
Thurman Daniels
Raymond Fillyaw
Rufus Massingill
Walter Neagle
Ralph Putnam

COTTAGE No. 14
Hugh Cornwell
Howard Hall
Lawrence Littlejohn
William Lerschell
Troy Morris
Bruce Sawyer
James Spence
Thomas Stallings
Milton Talley
Lester Williams

COTTAGE No. 15
Jack Benfield
William Holder
Kenneth Hankins
James Knight
Gordon McHan
Hilton Reid
Robert Rivenbark
Harvey Squires
Dewey Smith
Clyde Shook

INDIAN COTTAGE
(No Honor Roll)

INFIRMARY
Odell Cecil
Clifford Shull

———:———

HOW DID YOU PLAY

How did you play when the game was on,
When the odds were great, and hope was gone?
When the enemy team with aim so true
Was dragging the victory away from you?
When strength and speed and endurance quit,
Did honor keep pace with determined grit?
Did you keep the faith with the rules of the game?
Did you play up square without fear or shame?
Did your smile of cheer make the team your friend,
As you fought it through to the bitter end?
Did your self-respect rise a notch or two?
Are you a bigger man now that the game is through?

—William R. LaPort.

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THE UPLIFT

VOL. XXXIII CONCORD, N. C., MARCH 10, 1945 No. 10

Hair-Cutting Time in the School Barber Shop

(See Page 3)

Published By
THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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The Uplift

A WEEKLY JOURNAL

Published By

The authority of the Stonewall Jackson Manual Training and Industrial School.
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S. G. HAWFIELD, Editor — LEON GODOWN, Printing Instructor

THE SHAMROCK

There's a dear little plant that grows in our isle,
'Twas St. Patrick himself, sure, that set it;
And the sun on his labour with pleasure did smile,
And with dew from his eye often wet it.
It thrives through the bog, through the brake, and the mireland,
And its name is the dear little Shamrock of Ireland.
The sweet little shamrock, the dear little shamrock,
The sweet little, green little, shamrock of Ireland!

—Andrew Cherry.

THE BARBER SHOP

The Training School maintains a barber shop furnished with five chairs and other equipment for operating these chairs. Three of the chairs are of the latest type with corresponding cabinets. The other two chairs are not as modern but fulfill our needs adequately. The shop is fully equipped with Osler electric clippers, hand clippers, scissors, combs, and other necessary paraphernalia. The shop is housed in the Trades Building and is conveniently located.

The barber shop is not open all the time, but at periodic intervals of about five weeks, or as the need arises. If a boy's hair grows exceptionally fast, it is possible for him to get his hair cut in between regular hair-cutting periods. The boys, on the whole, receive hair cuts comparable with hair cuts they would receive in a barber shop anywhere.

Our barber shop is operated to train boys in the art of cutting hair. Mr. T. R. Adams, who has charge of the shop, is not a licensed barber, but has had several years' experience in the trade. For the more technical details of hair cutting, Mr. Paul Barnhardt, from one of the Concord barber shops, comes out and gives freely of his time to instruct the boys. He has been of inestimable help in training the boys.

We train five boys at the time, and train approximately ten boys in the course of a year. When a new boy starts in the barber shop he at first observes, being taught how to hold his scissors, comb, and clippers. Then he cuts a few heads under supervision and with help from the instructor. After he shows the necessary progress he is allowed to cut by himself. As he improves in haircutting he is promoted from the fifth to the fourth and so on up to the first chair.

Our shop isn't operated just as a city barber shop because there are no charges made for haircutting, there are no shaves, no tonics, and very few shampoos. The boys in training, however, are taught the rudiments of barbering and the rest in school benefit by being kept nice and neat. Those who gain these experiences may not actually become professional barbers, but their training is full of exploratory possibilities, and it offers the boys enough practical experience so that what they learn may be of definite value to them amongst their neighbors.

* * * * * * * *

ANDREW JACKSON

Andrew Jackson, the seventh President of the United States, was born in the Waxhaw Settlement on March 15, 1767. There has been considerable argument about whether he was born in North Carolina or South Carolina. There is a strong belief that he was actually born in North Carolina at a time when his mother had gone to visit in the home of a sister, Mrs. George McCamie, or McKemey, then residing in Mecklenburg County, North Carolina.

This distinguished hero can boast of no lineage of splendid aristocracy, but it can be stated that he sprang from a line which was distinguished for its honesty, its courage, and its generous hospitality. The environment in which he grew up molded him into a rugged,

fearless man who never forgot a friend and who never stooped to dishonesty. As a rugged waif of the Revolution, he grew up as wild as a weed. His high spirits led him into the temptations of this primative era almost two hundred years behind the times.

Jackson was uneducated, crude, and fond of fighting, but he was energetic, self-confident, honest, and straight forward. He was ardently loved by his friends, but he was bitterly hated by his enemies, and he abundantly returned the hatred. It is, no doubt, true that his lack of education, while due somewhat to the lack of school opportunities, was, in the main, due to his own indifference to books and to his unwillingness to speak or write correct English. One of his enemies once said that, "His letters, with their crudities in spelling and grammar, would make the better educated angels weep." However, all realized that Andrew Jackson could wield the sword with more skill than he could the pen.

When Andrew Jackson had become a succesful man and President of the United States, he reviewed the early events of his life. He told how at fifteen years of age he inherited nearly $2,000. This he spent unwisely, and it was soon gone. Without home, friends, or money he faced the world alone. Situated thus, this is what he said: "The memory of my mother and her teachings were, after all, the only capital with which I had to start life, and on that capital I have made my way."

Jackson's parents were poor people who had left Ireland for America only two years before his birth. When they landed at Charleston they pushed through the wilderness to the Waxhaw Settlement. Here they had only time to build the tiny cabin and clear some land for cultivation before Andrew's father died. His mother wanted him to be a minister, but since he was a wild and unruly boy who spent most of his time in fist fights and cock fights, he never seemed to feel the call. As a mere lad, he was captured by the British. He refused to black the shoes of a British officer, and because of this he was struck across the face with a saber. This caused him to have a hatred for the British which he never lost. The British imprisoned him, and during this time he developed smallpox, from which he barely recovered. Soon after his release his mother and two brothers died, leaving him alone in the world. He lived an aimless exist-

ence throughout the years of his childhood and youth until he decided to study law.

His sterling qualities of character soon gained him recognition as spokesman for the frontiersmen and the city masses. He was a member of Congress at 29 years of age; United States Senator at 30; Judge of the Supreme Court of Tennessee at 31; and a Major General of the Militia on a dangerous mission at 35 years of age.

Andrew Jackson appeared on the scene at the time when the memories of the establishment of the United States as a republic were vivid in the minds of the people. The masses had believed that the basic principle of the new government was to establish freedom and equality for all. It happened within a few years, however, that a certain class of wealthy men developed and banded themselves together in the Federalist Party for the accumulation of power. The masses, who were largely city workers, small farmers, and frontiersmen, saw their vision of freedom and equality vanishing from the land. Angry and disturbed, they too banded together, and looking for a champion of equal rights found this leader in Andrew Jackson, who was known as a hot-headed, stubborn fighter for principle. They elected him seventh President of the United States, and he succeeded John Quincy Adams, a member of the aristocracy.

The election of 1824 he was a candidate for President. In the election he won the greatest number of electoral votes, but he lacked a majority in the electoral college. Therefore, the United States House of Representatives was called upon to select a President from the three highest, and John Quincy Adams on the final ballot led by six votes. Then in 1828, when Jackson ran for the presidency again, he won the election by 178 electoral votes to 83. This occurred in part because the common people and those in the West felt that Jackson had been cheated out of the other election, and as a consequence they had deep resentment. When he became President he was the first to be elected by the common people. Upon being inaugurated President he established the "spoils system" in governmental positions, placing in office those who had ardently supported him in the campaign.

In 1832 Jackson was re-elected President by a large majority over Henry Clay, who had been a stalwart supporter of Adams.

Despite his many mistakes while serving as President, he remained one of the most popular men in public life and always retained the respect of the common people. It might be said that he played a high-handed game but no one could say truthfully that he had not played it as he thought right. After the close of his presidency he spent the remaining seven years of his life in comparative quietness in his home, "The Hermitage."

* * * * * * * *

ELI WHITNEY

Just as quilting and cornhusking bees were held in pioneering days, so too in the South "linting" bees were held. Seeds were removed from the cotton fiber by hand, and whole families spent their time around the fireplace in the evenings engaged in the slow and tedious operations. What he saw at one of these bees inspired Eli Whitney, a Yankee schoolmaster, to invent the saw gin, a mechanical device for removing the seed. His invention was patented March 14, 1794, more than 150 years ago.

Born at Westboro, Massachusetts, Eli Whitney graduated at Yale and went to Georgia to teach school. On the trip down to Georgia he formed an acquaintance with the widow of General Nathaniel Greene. She was returning from a trip to New England to her large plantation which had been presented to General Greene by the State of Georgia after the Revolution. Whitney spent some time on this plantation, and Mrs. Greene interested him in seeing what he could do about separating the seed from the cotton. At that time the summer clothing of the common people was coarse linen. The wealthier people wore finer linen or silk. Cotton cloth was very expensive. A small patch of cotton was grown on almost every southern farm, but the great difficulty was to separate the fiber from the seed.

Knowing nothing about cotton, Whitney nevertheless began to work on the problem, and in a year's time had invented a machine that was to change the history of the South. His cotton "gin" (a Negro corruption of "engine") had a wooden cylinder into which were driven spikes or teeth of iron wire to separate the lint from the seed. With very few changes of the original, this form of machine is still used. The immediate result of the invention was that one

Negro slave could do the work formerly done by fifty.

Eli Whitney received only slight credit for his invention of the cotton gin, during his life, and bad luck seemed to come with his invention. His shop was broken into, and his invention was carried off by rascal cotton-growers before it was perfected; lawsuits took all his profits, his partner died, and fire destroyed his property. Succeeding generations, however, have credited him with the greatness of his achievement.

Despairing of ever profiting by his invention, he later turned his attention to the making of firearms. A factory was established in Connecticut, and the Government gave him large orders for muskets, and he soon grew rich. There he successfully demonstrated for the first time the principle of the division of labor. Each section of a musket was completed separately and standardized. This system of standardization, or changeability, has since been carried to perfection by Henry Ford. Whitney died a wealthy man.

In 1900 Eli Whitney was elected to the American hall of fame.

—E. N.

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ST. PATRICK, PATRON SAINT OF IRELAND

Saint Patrick, the patron saint of Ireland was not an Irishman at all, but a man of Roman ancestry, born near the present town of Dumbarton, Scotland. He lived about 396-469. Patrick was captured by a marauding expedition of Irish Picts, or just plain pirates as we would say today, and was sold to an Irish chief, who lived near the town of Broughshane in the county of Antrim. Here he led a hard life, but after six years he escaped. He then, according to the popular account, fitted himself for the priesthood in France and at Rome, where he obtained permission from Pope Celestine to return to Ireland to convert the natives to Christianity. In 432 he went to Ireland, sailing north after landing at Wichlon, hoping to convert his old master. The conscience-stricken old rascal killed himself, however, when he heard of Patrick's approach. A chief, named Dichu, who was converted by him, gave him his first Christian church, called Sabhall or Saul, meaning "the barn," and it is still a church bearing the same name. He is said to have founded 365 churches, bap-

tized 12,000 people, and consecrated 450 bishops.

In reality, beyond the fact that he was one of the earliest, if not the first priest to preach Christianity to the Irish, little is known regarding the details of his life. The popular saying that St. Patrick drove the snakes out of Ireland is peculiar, as snakes never existed in that island!

The shamrock, the national emblem of Ireland was said to have been given special significance by St. Patrick because he used the three leaves to teach the doctrine of the Trinity.

The seventeenth of March is observed by the Irish as St. Patrick's day.—R. M.

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of March 11, 1945

March 11—Sidney Biddix, Indian Cottage, 15th birthday.
March 13—Carlton Wilcox, Cottage No. 15, 14th birthday.
March 13—William Walker, Cottage No. 11, 16th birthday.
March 14—Clyde Billings, Cottage No. 5, 16th birthday.
March 16—Bruce Honeycutt, Cottage No. 3, 12th birthday.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Birthday Party

By William Poteat, 8th Grade

William Brooks, of Cottage No. 3, gave a birthday party recently for a group of his friends. The boys present were: Jack Oliver, Theodore Young, Earl Green, Donald Redwine, William Doss and Jack Hensley

Oatmeal cookies, cheese, peanut butter and apple butter sandwiches, cake, cookies, candy, gum, milk and tea were served.

All the boys present enjoyed the occasion very much and wish to take this opportunity to express their appreciation to Mr. and Mrs. Sappenfield, who made it possible, and to their host, Billy Brooks.

Biographies of Famous Men Born in March

By William Poteat, 8th Grade

There are five outstanding men of American history born in the month of March. Four of these were Presidents of the United States, and one, Luther Burbank, was a famous naturalist. I will attempt to present a short sketch of the highlights of each man's life in biographical form.

Luther Burbank was a famous American naturalist, author and plant-originator. He was born in Lancaster County, Massachusetts, March 7, 1849, and died at Santa Rosa, California, April 11, 1926.

He was of English-Scotch ancestry and was educated in common schools and local academies. He developed the well-known Burbank potato in 1873. He moved to Santa Rosa, October 1, 1875, where he carried on his work. Burbank's many important new "creations" of fruits, flowers, vegetables, trees, grains and grasses made him the best known plant-originator in the world.

James Madison, fourth President of the United States, was born in Port Conway, Virginia, March 16, 1751, and died at Montpelier, Virginia, June 28, 1836. He was the son of James Madison, a Virginia planter.

Madison's father was a man of independent means, and lived on an estate now known as Montpelier. The boy's educational advantages were excellent for that time. He entered Princeton University in 1769 and took his B. A. degree in 1771.

He is known as "The Father of the Constitution," because the plan that he prepared beforehand, known as the "Virginia Plan," was adopted.

Madison became President in 1809. He was very much opposed to war. He was President during the war of 1812, but lacked vigor as a war president, nor had he sufficient determination to secure advantageous terms of peace.

In 1817, Madison retired from office and settled down on his estate of Montpelier.

Andrew Jackson, seventh President of the United States, was born in Mecklenburg County, North Carolina, March 15, 1767, and died at his home, "The Hermitage," near Nashville, Tennessee, June 8, 1845.

His father was an immigrant from Ireland. He lived in a rough frontier

region, with very little opportunity for education or other forms of culture and refinement.

He was taken prisoner by the British when only a boy of thirteen, and later got revenge on the English in the Battle of New Orleans.

At the age of seventeen, he entered a law office at Salisbury, N. C. He took a delight in gambling, cock-fighting, horse-racing, dueling and other similar pastimes. He was admitted to the bar in 1787.

In the election of 1824, Jackson was defeated by John Quincy Adams, but he made a great come-back in the election of 1828 when he defeated Adams, to become the seventh President of the United States.

A pet phrase of his, "let the people rule," accounts in part for his approval of the "spoils system."

John Tyler, tenth President of the United States, was born in Greenway, Virginia, March 29, 1790, and died at Richmond, Virginia, January 18, 1862. He was the second son the John Tyler, governor of Virginia and United States District Judge.

In 1802, Tyler entered the grammar school of William and Mary. He was President twice, and after he retired, he ran for Congressman and was elected, but died before taking up his new work.

Grover Cleveland, twenty-second and twenty-fourth President of the United States, was born in Caldwell, New Jersey, March 18, 1837, and died in June 24, 1908.

He was the fifth of a family of nine. He was a graduate of Yale University. In 1859, Cleveland was made managing clerk of a firm at a salary of $500 per year, and was admitted to the bar. He was once the mayor of Buffalo, New York. He was nominated for President, July 10, 1884. He defeated Blaine for the Presidency and was inaugurated March 4, 1885.

At the close of his second term he settled in Princeton, New Jersey, where he resided until his death.

Friday Afternoon Chapel Program

By William Poteat, 8th Grade

Last Friday the afternoon school section assembled in the auditorium for the regular Friday afternoon chapel program. This week, we sang, or rather we practiced, some of the hymns found in the booklet that Mr. Godown printed not long ago. Some of the songs in the hymnal the boys are not so familiar with, and some of them are old favorites. We sang some of the songs that the boys were familiar with, and the new ones we sang over more than once.

Some of the songs that we sang were as follows: "The Church by the Side of the Road," "The Beautiful Garden of Prayer," "Others," "When the Saints Go Marching In," "Help Somebody Today," "There's Power in the Blood," "Where the Gates Swing Outward Never" and Brighten the Corner Where You Are."

A Copy of the Declaration of of Independence

By William Poteat, 8th Grade

Recently, Mr. Hawfield presented the boys of the eighth grade with an exact facsimile of the Declaration of Independence, which he had received from Charlotte. This facsimile is framed in walnut, and I might add

good walnut. The frame was made by Mr. A. L. Carriker, who is the carpenter shop instructor. Its dimensions are 30 by 35 inches.

Intermediate B. T. U. Meeting

By Jack Willis, 8th Grade

First, the entire group sang "Leaning on the Everlasting Arms," after which a quartet sang "An Evening Prayer." Jack Benfield then recited the Ten Commandments from memory. We discussed the Ten Commandments and the week's reading of the Bible.

The regular program was then presented. The first part, by James Eller, was entitled "Introduction." The next part, "For God So Loved," was presented by Ray Edwards. Jack Willis and Robert Flinchum had the third part, entitled "In All the Ways."

Mr. Puckett, the group leader, discussed John 3:16. Robert Flinchum read Proverbs 3:6. The next part was presented by Robert Hensley. It was entitled "God's Promise to Asher." Gerald Johnson read from Matthew 8:20, Luke: 11 and John 13:14. The rest of the program was omitted because of a lack of time.

B. T. U. Meeting—Junior Group I

By James Snead and Donald Redwine

At first, Mr. Snyder took down the total number of chapters in the Bible we had read during last week. He then made a talk on the importance of reading the Bible every day and then living according to the Bible way. Then we had the first part on the program. It was entitled "Hatred Soils the Spirit," and was given by Charles Alexander. The second part was by Robert Woodruff. This was a story from the Bible, found in the Book of Luke. Thomas Ruff gave the third part, and Mr. Crowder closed the program for our group. After we had assembled with the other groups in the auditorium, Mr. Crowder and Mr. Snyder spoke to the entire group. Theodore Young and Kenneth Staley led us in singing two songs, "An Evening Prayer" and "The Church by the Side of the Road." Mr. Puckett dismissed the group.

B. T. U. Meeting—Junior Group II

By Theodore Young and Ralph Gibson

The program started by singing "Shall We Gather at the River." The boys sang it very well. Earl Green led us in prayer, and he prayed a very good prayer. Next, we discussed the daily Bible readings, and our memory verse was "Let not the sun go down on thy wrath." The group leader was Herschell Duckworth who had half of the first part. Joe Mitchell had half of the first part because it was a long part. The second part had been assigned to Billy Ray Daye, but since he had gone home, Mr. Isenhour read it. It was a Bible reading from Mark 11:25. He also read Luke 17:3-4.

Earl Gilmore gave the next part, which was entitled "Forgiveness." It told how the Great Physician will forgive us. The fourth part was given by J. C. Cayton. It was entitled "The Story of a Grudge." He read it very well. The fifth part was given by Clyde Wright, and it was entitled "A Christian Forgives." He did very well with his part.

We talked about something to do this week, and decided on these: (1) If you feel a grudge toward anyone,

go to that person and ask him to help straighten it out. (2) Pray every night for anyone whom you have wronged or feel has sinned against you. (3) Ask God to clean the poison of hate from your mind and fill it instead with Christ's love.

"Let's-Stop-Cursing Pledge"

By John Allen, 8th Grade

In a recent issue of "The Uplift" there was a statement made concerning the "Let's-Stop-Cursing Pledge." As was stated this pledge was to be signed by the boys who had promised to stop cursing.

These pledges have been signed and to date as many as 137 boys have signed this pledge. Many of these boys are keeping their word and the pledge has had a very good effect on the boys at the Training School.

In many other institutions and schools, this pledge has been put into effect and all over the country there have been thousands of American citizens who have signed pledges.

At the Training School this pledge is greatly needed. Although the pledge has not passed through all of the grades, about 35 per cent of the population here has signed and kept this pledge. We hope for a higher percentage increase in signing these pledges.

Basketball Game

By Leonard Bradley, 8th Grade

Last Saturday afternoon, the boys of Cottage No. 4 challenged the boys of Cottage No. 5 to a basketball game. The No. 5 boys accepted, and both teams went to the gymnasium to play. They played a nice game, and the boys from No. 4 beat the No. 5 boys by a score of 41 to 2.

The players were as follows: No. 4—Gene Hudgins, center; Gene Watts and Jeter Green, forwards; Robert Walters and Paul Stone, guards. No. 5—Herbert Key, center; John Love and Robert Hensley, forwards; Randolph Ammons and McKeever Horne, guards.

Boys Released From the School During Past Month

By William Poteat, 8th Grade

During the past month there have been a number of deserving boys who have been conditionally released from this institution on their record of good behavior during their stay here. Some of these boys were from the eighth grade, and others from the lower grades. Boys from the eighth grade who have gone home are: Raymond Byrd, Wilmington; Charles Shearin, Rocky Mount; Thomas Barnes, Atlanta, Georgia. Boys who went from other grades are: William R. Daye, Marion; William Burnett, Wilmington; Jack Williams, Wadesboro; Raymond Bullman, Wadesboro; Jack Gray, Atlantic; Lloyd Sain, Sylva.

We are very glad that these boys have been released, and wish to take this opportunity to wish them success in their new undertaking.

Nations, like men, are never safe when their chief thought is their own safety.

WHY I FIGHT

By Lt. Col. James F. Taylor, F. A. in Texas Grand Lodge Magazine

You ask me why I fight. There are six hundred reasons. I command an artillery battalion. With me are six hundred fighting Americans who are ready day or night, rain or shine, to go anywhere I send them to get the job done. They ask no favors, expect no reward. All they want to hear is: "Charlie Battery on the way, battalion has fired." Maybe my answer sounds strange to you. Perhaps you understand when I tell you about Johnnie Carlisle. He is just one of those six hundred reasons I was telling you about.

Johnnie Carlisle, will be twenty years old next New Year's Eve. He left State College in his junior year to enlist. That was fifteen months ago. Most of the boys in his home town members of the National Guard firing battery which called Plainfield its home station. He did not want to see them go away to war without him. He could finish college when he came back. he told his mother who hated to see her baby become a man before his time.

Basic training finished, he came overseas in the spring. Now it was winter. The rainy season in Italy was playing havoc with transportation and communication lines. Johnnie was a corporal now. A wire corporal. On his shoulders rested the responsibility of keeping a liason line between the fire direction center and the supported infantry battalion in our front lines.

"Those doughboys are fighting a tough fight," he used to say, "C rations to eat, one blanket and a raincoat between them and the chilling winds off the Appenines. Whatever comes, my line is going to stay in so that they can get artillery fire when they need it."

One day came the signal to the switchboard: "Is this the wire house? Tell Johnnie that his Ruby White is out again. Enemy shell fire on the railroad near the Bailey Bridge."

"Okey Johnnie, off your bunk and on your feet." The rain is coming down in sheets.

Twenty-year-old Johnnie Carlisle, who could have been captain of his team playing football at State, this Thanksgiving, running for a touchdown with the cheers of his schoolmates ringing in his ears, pulls himself out of bed. He was up all night, last night, getting his line in. Where he's going there will be no grandstands, except the ten-power binoculars of a Jerry artillery observer, looking for a wire repair jeep and a couple of wiremen. There will be no cheers. Only the continuous deafening boom of enemy artillery.

Later, a voice comes over the wire: "Is this the switchboard?" It's Johnnie with his test phone checking the line. The switchboard answers:"go ahead, Johnnie. I can hear you okay."

Johnnie's reply runs something like this: "I've found the break. A Jerry shell landed smack on the tracks. Blew our lines all haywire. Will have to put in about a hundred feet of new line. Tell Fire Direction the line will be open in twenty minutes."

"Okay, Johnnie. You all right?"

"Yes, I'm okay. Don't tell the captain, but I have a couple of shell

fragments in both hands, but I'm not voming until the line to Ruby White is in."

It happened that the captain was on the switchboard. So many lines were out that the switchboard operators were subbing for linemen, and he was taking a turn at the switchboard.

The captain called: "You're talking to the captain, Jhonnie, and I'm ordering you in right now. Someone else can finish that line."

Then came the reply: "I hate to disobey orders, captain, and you can court-matrial me when I get there; but I'm not going to let anyone else come up here. This place is too hot. I'll call in when I have the break finished."

Johnnie did finish it. He spent Thanksgiving in the evacaution hospital. Now he has a silver star to wear beside his purple heart.

The citation read: "For conspicuous gallantry under heavy artillery fire. Although suffering from shell fragment wounds in both hands, Corporal Johnnie Carlisle continued to work on his line until communications were in." The general who handed it to him did not wear a cap and gown. There were no visitors, no baccalureate address. In fact, the only speech was one word from the general: Congratulations, Sergeant Carlisle."

You ask me what I'm fighting for. This is it. For all the Johnnie Carlisles in Uncle Sam's Armed Forces. That they may have a chance to go home again. Back to that senior year at State. Back to mother and dad. Back to Mary who lives across the street or in the next block. The same Mary, whose picture he carries in his pocket, who some day will be Mrs. Johnnie Carlisle. Back to those opportunities and advantages of building a career of his own that every young American deserves.

That, my friends, is what I am fighting for.

POLITENESS PAYS

On occasion of Graham Anthony's recent visit I heard a story about him that was new to me. It was that as a youngster Graham went to Hartford and was seeking a job without success. Going down on an elevator after a disheartening experience, he removed his hat as was his custom when ladies were riding on the elevator. An elderly man waited with him for the ladies to go out first and asked him if he was from the South. Graham replied he was, and the man said he knew from his courteous attitude. He talked further a bit, learned that Graham was hunting a job and had just been turned down at the employment office upstairs. He gave him a card and told him to come and see him, that he might help him. It was the president of the company who gave him the job and started him off because the lad's courtesy made an impression on him.

I can't vouch for the story which was told me by a friend of Mr. Anthony's but I commend it to youngsters anyhow.

—Holt McPherson in Shelby Star.

THE FLIGHT OF FEATHERS

(An Indian Legend)

Assuma was an Algonquin chieftain, and wise as he was good. For a thousand moons his tribe had prospered under his care. He had restrained the young men when they wished to put on the war paint and go forth to slay, and he had gathered the little children around his knees when the fire was bright and warm, that he might fill their minds with thoughts that they would cherish.

The great chieftain had searched the innermost nature of his people, and learned that only the good and the true were brave. A world of wickedness about him had shown him the horrible truth that evil ways never failed to leave on their wake a trail of sorrow. He had seen jealousy creep into the hearts of the young, and he had seen pale, dead faces in the night.

On the dark skins that covered the walls of his own adobe, Assuma had formed strange signs. There was a cross. When a member of his tribe looked upon it, he remembered his chieftain's words, "You shall help one another..' And there was a square. When an Algonquin looked upon it, he remembered the words, "You shall deal justly with one another." And the circle; when they looked upon it, they remembered , "You shall be kind to one another." Finally there was the print of a human hand, which told them to remember the words, "You shall work for the good of all."

It happened one day that Assuma sat at his tepee door, his ear open to the grievances of anyone who might cry for justice. A slender girl approached slowly and dropped to her knees, weeping.

Assuma laid his hand on her head and comforted her. "Why have you come, my daughter?" he asked "Who has offended you?"

"I have come because I have broken the good circle," the girl confessed.

"How have you broken it, my daughter?"

"I have told that which is not true about one of the maidens of the tribe. Now others are pointing at her, and she is ashamed."

"Why did you do this thing?"

"Because," said the girl, hesitatingly, "her string of shells is prettier than mine!"

"That is bad!" said Assuma. "You have indeed broken the good circle. And you have also broken the cross, because you have harmed instead of helping another. And you have also broken the square, because you have been unjust. And you have also broken the sign of the human hand, because you have worked against the good of all. You must be punished The evil words that you have spoken must be gathered up, one by one, from the ears of those who have heard them. Thus, only, can justice be done and the peace restored.

"At dawn you shall go with me to the top of the high hill yonder. You shall bring with you a large goose. I shall be waiting for you.

The girl went away more sad than when she came. Then the great chief called one of his runners to him, and sent him hastily with a message to all the tribesmen, far and near, bidding them to gather at the counsel grounds at the foot of the high hill.

The new day dawned, and the sad

young girl came at the appointed time to the summit of the high hill, carryiny a goose. A great throng was gathering at the foot of the hill. Assuma took the goose and plucked a feather from its wing. He held it up in the air, and released it to the wind, which quickly swirled it about, and soon it was lost to sight.

"My daughter," said Assuma, "you shall stand in this spot and pick the feathers from this goose, one by one, and set them adrift upon the wind. When you have plucked them all, come to me at the foot of the hill, where our people have gathered."

All through the day the maiden plucked the feathers and cast them adrift. And when night had come, she crept wearily down the hill.

Assuma met her as she drew near, and led her before the gathering. "My children," he said, "you have seen the scattering of untruth, like the feathers of the goose. Its words have drifted here and there among you on the winds of speach. Lying words are in your hearts, eating like a hungry wolf at the white innocence of another. You alone can find them. They must be found and destroyed that they may do no further harm.

"Tomorrow you shall go into the woods, and out upon the plains, seeking the feathers this young maiden has plucked from the goose. For each feather that is brought back to me, there shall be a reward. When evening comes, we shall gather here again, and you shall feast and dance, for the good name of one of us has been brought back to life."

Though the entire tribe searched all the day, only seven feathers were found. These Assuma placed in the girl's hands. "Take these," he said, "to the one of whom you spoke evil, and tell her that these seven feathers are all you can give back to her atone for that which you have taken away."

So was it all done in silence with the light of the evening sun shining golden on the hillside, and peace lit like a silver star above the hearts of men, for a great truth had come to earth.

A SOLDIER SON'S THOUGHTS OF MOTHER

No love so deep as a Mother's love, so strong, so fine, so true.
Through all of life it follows you, no matter what you do.
Though far she may be from you, beyond all touch or sound.
This mighty force, her love, endures, it knows not metes or bounds.
Whether yours has been success, or all your efforts fail
Your Mother's faith will be the same through all this earthly vale.
It strengthens one to recall her love, her prayers and her advice
This Mother Love, a rich reward, a gift to you beyond all worldly price.

(Inspired by letters from my son with 3rd U. S. Army in France to his mother.)

—Wilfred Jones.

TYPOGRAPHICAL ERRORS

By Jule B. Warren in We The People

Typographical errors are the bane of a newspaper reporter's existence. They can take all the joy out of life, for no matter how obvious it is that the mistake was a mechanical error perpetrated by a Linotype machine, the victim of the misprint is peeved and inclined to blame the reporter. When these errors result in the report reading along without an obvious break they are all the more difficult to explain. Herewith are two stories about typographical errors.

A Misplaced Period

The late Isaac Erwin Avery, the brilliant informal essayist and columnist of the Charlotte Observer in the early 1900's, told a story of a cub reporter who got into trouble because of a typographical error.

This youngster had been employed as city editor of a small town daily paper. Upon arriving on the job, he found that he was not only city editor but the whole local staff. He covered the police beat, the courthouse and city hall, was the political reporter, and when the occasion demanded, he reported the important society events of his community. You will see from this that he was the whole works on that newspaper.

It was in his role as society editor that the linotype machine played him the scurvy trick that necessitated his seeking employdment elsewhere. In a small town a big church wedding has heal news value. It so happened that the bride to be was the daughter of one of the paper's largest advertisers, so it was important that the wedding be adequately covered. The reporter had never written an account of an elaborate church wedding. He read the reports of weddings in the papers of some of the larger cities to get an idea of how a wedding should be handled. He found that all brides were beautiful, and all the grooms were young men of marked ability and fine prospects. He also found that the parents of the bride were without exception distinguished members of society in their community, that the altar was always banked with palms, and that the wedding ceremony was always beautiful in its simplicity. In addition to these things he found that it was necessary for the account to describe the dresses of the bride, the brides' maids, the maid of honor, and the mother of the bride. For some reason he did not exactly understand, about all that was said of the father of the bride, and the male contingents in the wedding, was that they wore conventional black.

With this background of information, he approached the reportorial job of the big wedding in his small town with some degree of confidence, although he had no idea how he was going to find out enough about the dresses of the wedding party to give the elaborate descriptions he read in some of the other papers. He finally decided that the only thing he could do was to discuss the matter with the bride or her friends to see just what they were going to wear. That, of course, was the proper procedure for no male reporter in his right mind would risk trying to describe the dresses by merely witnessing the wedding. He took elaborate notes on the dresses of the wedding party. He

described in detail the dress of the bride. The report said she was gowned in white satin with an elaborate train. Her white veil was caught up with a spray of orange blossoms. He did not understand just what "caught up" meant, but that seemed to be the stock phrase for this part of the description. He also described in detail the dress of the maid of honor, and from that description went on to the eight brides' maids. Fortunately for his descriptive powers, and somewhat to his suprise, he found that all the brides' maids wore the same kind of dresses, so he had to write only one description for the whole troop. He disposed of the male assistants with a sentence. He had now reached the point where it was necessary to describe the dress worn by the mother of the bride.

The story had already reached unusual length for his newspaper, and he found that his notes on the mother's dress were somewhat incoherent and illegible. After wrestling with these notes for some time, he disposed of the mother's dress by saying, "Mrs. Jones, mother of the bride, had on nothing that was remarkable." That, of course, was bad enough, but when it came out in the newspaper the next afternoon his telephone began to buzz. Like many reporters he did not read the published account of his initial effort in society reporting. He had had enough of it in writing the story, and hoped there would be no more big weddings in his town while he was city editor.

The complaints that members of the family raised were over his description of the dress of the mother of the bride. The linotype operator in setting this part of the story had dropped in an extra period. Unfortunately that misplaced period had come after "nothing." The sentence therefore read, "Mrs. Jones had on nothing. That was remarkable."

Dirt in the Parlor

When Tom Bost was city editor of the Durham Herald a number of years ago, the printer mixed up two stories which Mr. Bost had written and the result was ludicrous and somewhat embarrassing. One of the stories was about a reception which Mrs. Bigshot had given on the previous day. It was a very elaborate social affair and the prominence of the hostess, as well as the importance of the affair in social circles, justified the attention which Mr. Bost gave it. He wrote another story about a clean-up campaign conducted by some of the civic groups in Durham. This campaign had been going on for a week or so and the sponsors had been very successful in cleaning up in back yards, gardens, basement, and attics. The story contained statistics about the amount of dirt and trash that had been collected and hauled to the city dump during the week.

Both stories were news-worthy, but the printer in getting the type ready for publication mixed the two stories. The result was a sentence in the report of Mrs. Bigshot's reception which read as follows:

> "yesterday city trucks removed fifty seven loads of trash from Mrs. Bigshot's parlor."

It took a lot of explaining on Mr. Bost's part to prove to the hostess that this was not the way he had written the story, but that the make-up man had mixed two stories.

ROBERT GREGG CHERRY GOVERNOR

(Selected)

When voters in North Carolina troop to the polls, it is a foregone conciusion that they have made a pretty accurate estimate of the man they propose to put into the executive mansion. Their vote, in its way, is a tribute. It means that they take for granted that their candidate is a man of force and integrity, that he knows his way around in the political maze and that he has a profound understanding of the needs of his Commonwealth—but how he will apply these shining attributes to the affairs of state sometimes assume the aspect of an unknown quantity, even to his most fervent supporters.

Mr. Cherry's long and distinguished political career precludes this element of uncertainty. He has already demonstrated his ability as a statesman and a leader. As Representative in the General Assembly of 1931, 1933, 1935, and 1939, as Speaker of the House in 1937 and as State Senator in 1941 and 1943, he has shown, not only a high knowledge of State affairs, but the courage and determination to advocate, without fear or prejudice, the policies necessary for continued progress and sound development.

Raised in Gaston County, the largest manufacturing area in North Carolina, and thus surrounded by workers all his life, Mr. Cherry brings to his administration a first hand knowledge of labor and its problems. He rose to his present stature through his own initiative, by hard work and laborious effort, the surest way for any man to understand the worker's hopes an fears; success and failures. During his career, however, he has learned to know all men, rich and poor, businessman and laborer, and with his reputation for unbiased judgement, both the wage-earner and the employer may feel confident that their interests will be dealt with fairly.

Mr. Cherry is entering office in a time of difficulty and unrest. No one can predict what the next four years may have in store for the State or for the country as a whole; but we have every reason to believe that during this time war will be over and victory on the battlefield achieved. Then will come the period of readjustment bringing with it problems of rehabilitation, employment and unemployment, discontent, and the gigantic upheaval which afflicts every great nation when converting from wartime to peacetime pursuits. Every indication points to the fact that it will be trying era for all men, for Capitial and Labor, for every group, class and party; and the task of bringing order out of chaos will rest almost entirely upon the shoulders of the State's chief executive.

As a veteran of the last world war and with his experience of the years that followed, Mr. Cherry is well equiped to guide the destiny of our State through these troubled post-war waters, but if the Citizens of North Carolina look to their next governor for guidance and inspiration in the years ahead, he has an equal right to expect something from them—loyalty, cooperation, and faith.

SUGGESTING WAYS TO IMPROVE PUPIL PROGRESS

(N. C. School Bulletin)

The Division of instructional Service has recently prepared "Some Suggestions for Teachers Concerning the Improvement of Pupil Progress," which is being printed here, as follows:

1. Improve attendance. If there is an attendence officer, work closely with him to keep the children in school. Visit homes and work through the P. T. A. to improve attendance. Take a census of the community at the beginning of the school year and get all children enrolled at the very start.

2. Help children who have been absent make up their losses.

3. Improve your teaching. Study the State bulletins and professional books. Take an active part in professional meetings. Experiment with new ways of teaching.

4. Diagnose pupil difficulties and plan to overcome them. Study standard test results. Test, teach, and retest. Give remedial work where necessary. Work with small groups within the class. Provide for individual differences. Make curricular revisions and adaptations where needed to permit you to start with the children where they are.

5. Study the mental hygiene problems in your room. Seek to overcome fear on the part of timid pupils and try to correct poor attitudes.

6. Work cooperatively with the principal and with other teachers to develop better promotion policies and practices. Begin work on this early in the school year. The following procedure is suggested:

(a) Study the cumulative record of each pupil.

(b) Determine such facts concerning pupil progress in your schools as—

1. Percent of failure by grades.
2. Percent of failure by sex.
3. Per cent of pupils who are overage for their grade
4. Achievement of pupils in basic skills as measured by standardized tests.
5. Number and causes of drop-outs and ages at which they occur.

(c) Study theories of pupil progress. Are the progress policies in your school based upon a theory in keeping with your philosophy of education and the goals you are seeking to reach?

(d) Formulate a progress policy for your school. Work with the principal and other teachers in preparing a statement of promotion policies which you propose to follow this year.

(e) Try the policy out for a year. Have the principal and a teacher in the next highest grade review your promotion list at the close of the year.

(f) Evaluate the effect of the policy and make revisions where necessary. Work cooperatively with others in your school to arrive at a fair appraisal. After careful study, suggest ways of improving the policies and practices with which you have experimented.

TEACHER'S PAY

(Stanly News & Press)

Agreement has been reached between Governor Cherry and the officials of the teacher organizations as to the pay raises which will be made possible by the present General Assembly, and while the teachers did not get all that they asked, the compromise that has been worked out is doubtless as good as could be expected under the circumstances.

Under the compromise, the beginning teacher in North Carolina schools will get $125.00 per month, which is an increase of approximately $27.00 per month. The maximum pay for a teacher now is about $150 per month, but under the new scale it will be $162.00. This maximum pay scale applies only to teachers who have had as much as nine years experience.

The teachers were asking for $125.-00 beginning salary, which they obtained, but the governor and other legislative leaders would not agree to the $200 maximum pay for which the teachers were asking.

In addition to the pay raises, the teachers will be eligible for a $10 per month bonus during the next two years, providing the treasury of the of the state will bear such a bonus. It is not likely, however, that the beginning teacher will be eligible for the bonus when the final details of the pay scale are worked out.

Citizens of the state need to get a new conception of the importance of teachers in developing the type of men and women who will help make North Carolina one of the leading states in the union. Year after year many of the best teachers leave the profession because other lines of work provide better opportunities.

It seems to us that the sensible position to take is to make the compensation in the teaching profession comparable to that in other lines of endeavor in order that the man or woman who is fitted for teaching by reason of character and training will not feel that the personal sacrifice is too great. When the standards of pay have been increased to that point we may expect more from our schools thn we are now getting.

———:———

A GREAT PRAYER

Lord, make me an instrument of thy peace. Where there is hatred, let me show love; where there is doubt, faith; where there is despair, hope; where there is darkness, light; where there is sadness, joy. O Divine Master, grant that I may not so much seek to be consoled as to console; to be understood as to understand; to be loved as to love; for it is in giving that we receive; it is in pardoning that we are pardoned; and it is in dying that we are born into eternal life.—St. Francis of Assisi.

CHAPEL REBUILT AS MEMORIAL TO DEAD FLIERS

(Selected)

Members of a United States Eighth Air Force Flying Fortress base have restored a beautiful 14th century English chapel as a memorial to their comrades killed in action.

The memorial, St. Andrew's Parish Church at Ouidenham, Norfolk, was recently dedicated by the Bishop of Norwich, assisted by Chaplain Charles E. Smith, of the American 96th bombardment group. Officers and men of this group, commanded by Colonel Robert W. Warren, of Big Springs Tex., contributed $3,000 for the restoration of the chapel.

One large stained glass window depicts an American airman in flying kit being welcomed by Christ after making the supreme effort. The insignia of the bombing group and each of its squadrons is incorporated and its main colors are those of the American air force, blue and gold. This color scheme is further developed in the curtains, hangings and carpets of the chapel.

During the dedication the congregation stood at the salute while a bugler played "taps."

The window, covered by the Stars and Stripes and the bomber group's flag, was unveiled by two American officers.

The Bishop of Norwich expressed the hope that the chapel would remain for all time a corner of American life.

A few members of the 96th group have been married in the chapel since its restoration.

———:———

JUST SUPPOSE

Just suppose the Lord should begin tomorrow to make people as sick as they say they are on Sunday.

Just suppose the Lord should take away the child whom the parents use as an excuse for staying away from church.

Just suppose the Lord should make some people as poor as they say they are when asked to help finance His program.

Just suppose the Lord should have every one stoned for covetousness as he did Achan.

Just suppose the Lord should strike dead all who lie about giving or paying their tithe, as he did Ananias and Sapphira.

Just suppose the Lord should let some parents look into the future and see what their example and lax control did for their children.

Just suppose all Christians should really live consistently and prove by their lives that they really loved the Lord.

Yes, just suppose and then by the help of the Lord, go forth and live and serve as if eternity were coming right soon!

—Baptist Messenger.

PAYING FOR SERVICES RENDERED

(Catawba News-Enterprise)

Until the schools of the nation are put on a business basis, and until teachers are paid on a basis of efficiency, all that may be expected from a salary standpoint will be a miserly allowance for services rendered. As an example of this we illustrate: Two men or women as the case may be, graduate from the same institution and receive the same degree. Each is employed in a textile mill as operatives of machinery of equal efficiency. The one will produce 100 commodies each day, while the other will produce only 75. Do both expect to draw the same salary? Perhaps, but the management knows that to pay equal salaries would be folly, and ruin to his business. Take as an example, the one who produced 100 commodities is worth $100 per month as compared to $75,00 per month for one produces only 75 commodities.

School teaching has often been referred to as one of the State's biggest businesses. It most certainly incurs a large outlay of expense, but small in comparison to the number of people it serves with relation to other branches of the government.

Two teachers graduate from the same institution with the same degree, and maybe the same grade. Each secures a position as a school teacher. One may produce 100 commodites while the other produces only 75. Yet under the State system each receives the same salary. Under our present set-up there is no incentive for a teacher to make any effort to get ahead for the state has fixed the salary for those who are not interested further than drawing a salary and the one who is willing to put in extra laborious hours to do a good job.

We hope that we may live to see the time come when schools are placed on the same business basis as any other business, and those who are willing to sacrifice time and study to improve their ability will be rewarded above those who are satisfied with getting by.

We admit that it is more difficult to estimate the value of efficiency in the school room than in Industry, and for that reason believe that those able to estimate such efficiency should receive the same salary and awards as those heading big business.

Under State standards Superintendents and principals receive the same salaries based on the number of teachers in their system with but little regard for their efficiency and ability. They may be good, bad or ordinary. It doesn't make much differerence, because the one with much effort has no more reward, other than self satisfaction, than the one who is satisfied with getting by.

As long as North Carolians continue under our present school system, little may be expected in improving the personnel of the teaching staff, or improvement in school curricula.

———:———

When the judgement is weak the prejudice is strong.—O'Hara.

ARE DOCTORS OVERWORKED

(Victor News)

Are homefront doctors overworked? The answer is yes—definitely! With 55,000 physicians giving up their practice to join the armed forces, those who are carrying on at home have a tremendous, back-breaking job. On an average, each home-front doctor is caring for 1,500 cases instead of a thousand. Dr. Edgar G. Ballengar, president of the Southern Medical Association, believes that the physician's job at home has become so tough that an average of two to three years has been cut from his life span due to "wartime overwork."

It must be remembered that those civilians who joined the armed forces were the healthiest in their communities—the physically qualified men and women. For the doctors who stayed at home, there remained those who were not physically qualified and therefore required more attention per capita than the group cared for by physicians prior to the war.

In meeting the increased burdens, there is little doubt that physicians on the average have shortened their lives and impared their health. And the situation isn't likely to improve; in fact, it is destined to become worse. No replacements for civilian doctors who become ill or die seem to be possible. This holds true even if Germany is defeated because it isn't likelly that demobilization of a million or more service men will return very many U. S. medical officers to civilian practice. Army medical men eventually discharged as surplus will, for some time to come, find their services much in demand by the Navy.

Since little relief can be anticipated in the near future, it is apparent that the time has come to consider what might be done, not by choice but of necessity, to meet the situation, to make the present physician population last a little longer, and to extend its services to more people.

"First," says the New York State Journal of Medicine, "there is the matter of meetings. Committee work of the various societies is still far to heavy, and prolonged. It is shared by too few men. Night meetings cut into time for rest which is becoming more and more a necessity. Something can be done about that.

"Many possible expedients have not yet been fully explored, probable because the necessity for them has seemed somewhat remote. But the time appears to be fast approaching when they must be considered locally, throughout the state, and nationally. It is better to begin too soon than too late."

———:———

The future toward which we are marching across bloody fields and frightful manifestations of destruction, must be based upon broad and simple virtues, and upon the nobility of mankind.

—Winston Churchill.

HOSPITALS NEEDED IN RURAL COMMUNITIES

(Mooresville Enterprise)

Seventy-three per cent of the people in North Carolina are served by only 31 per cent of the doctors. This means that many rural areas are suffering from inedequate medical care.

One doctor is needed for each 1,000 people. The average for North Carolina in 1944 was one physician for each 1,983 people while in the rural areas the ratio was one docter for 5,174 people. The situation was exceptionally bad before the war but now it is acute.

Dr. C. Horace Hamilton, head of the Department of Rural Sociology at State College, has called particular attention to these figures which he obtained from the American Medical Directory and the North Carolina Medical Society.

He points out that one-fifth of the rural doctors are over 65 years old and that the country has been losing its younger doctors. "Unless something is done to reverse this trend during the next few years, many rural towns will not have any physicians at all," he explains.

The young physician trained as a specialist does not prefer to locate in a small rural communities. City people will pay more and use more of his services. Even with the automobile, rural calls are time consuming and expensive. In the city more patients call at the doctor's office.

"The young doctor desires and needs the facilities of a modern hospital near at hand," says Dr. Hamilton. "One way, therefore, to get more doctors in the country is to build more hospitals and health centers in small rural communities."

———:———

The following are not original with us but upon them we put the stamp of personal approval and commend them to all Christian ministers whether young or old:

You can't put fire in your sermons unless there is fire in your heart.

Two things cannot be imitated: God's sunset and man's sincerity.

It is better to lose a good fight than to win a bad one.

Be more kindly to a shabby coat than to a silk hat.

Call in the homes of men if you would have men call in the house of God.

Ritual is inspiring if kept alive; extempore prayer is depressing if made up largely of outworn stock phrases.

People would rather listen to lively heresy than dull platitudes.

Always be content with what you have but never with what you are.—N. C. Christian Advocate.

INSTITUTION NOTES

Superintendent Hawfield received a letter from Marvin L Howard last week, stating that he was in the United States Navy, and was taking his basic training at the U. S. Training Station, Bainbridge, Md. He stated that he liked the Navy life fine so far and hoped to make good as a sailor.

Marvin entered the School, October 1, 1941, remaining here until being granted a conditional release, January 22, 1943, when he went to work on a farm for a man in Stanly County. He later returned to his home in Cumberland County, and he apparently got along well there until enlisting in the Navy.

During his stay at the School, he was in Cottage No. 12 until it closed, and was then transferred to Cottage No. 4. He entered the fifth grade, and at the time of his release, was in the sixth grade.

—:—

We have just learned that Sidney Hall, one of our old boys, is serving in the United States Army. His letter was simply addressed to the Jackson Training School, and was written in Iran. Apparently he is connected with a railroad shop, as he gives his address as "RR Bn. Shop." Sidney was twenty-four years old, December 20, 1944.

Sidney entered the School, February 2, 1931 and remained here until January 17, 1935. He was in Cottage No. 14 for a good while and was then transferred to Cottage No. 4 He worked in the laundry during most of the time spent at the School. Upon admission to the institution, he was placed in the first school grade, and was in the fourth when he left. According to our records, it would seem that he must have gotten along pretty well after returning to his home in Salisbury. Upon recommendation of the welfare superintendent, he was granted an honorable discharge from further parole supervision, August 27, 1937.

—:—

A short time ago, Superintendent Hawfield received a letter from Donald Grimstead, who, with his brother, Fred, was permitted to return to their home in Wilmington, about one year ago. Both these boys made very good records while with us, and have been getting along well since going back to their home. Donald's letter reads as follows:

"Dear Mr. Hawfield: Am sorry that I have not written you sooner, but I have been going to school and have not had time to write. My home work has really been keeping me busy, and in my spare time I have to clean up the yard and help in the house. You probably know what kind of weather we have been having down here, but we have had no snow yet, and it has been pretty cold some days.

"We are getting along all right. Fred said to tell you 'hello' and that he hoped everything was all right up there. I am doing my best in school. Am now in 6 A-1 at the Winter Park School. Mr. C. G. Berry is my principal. He is a good man. Mrs Hinnant is my teacher.

"Please remember us to everybody at the School, and send a copy of The Uplift some time. Yours truly, Donald Grimstead."

Another letter was received fro Sergeant Fred R. Seibert last week. Freddie, who used to be a member of our printing class, is now a member of the Eighth Infantry Division, U. S. A., and his letter was written from "somewhere in Germany." The letter, dated January 11th, reads as follows:

"Dear Mr. Godown: Just found a photograph of how Brest, France, used to look. But the last time I saw it—well, some day, if we are lucky, I'll be able to tell you all about it. I am OK and in the best of health, and am looking for another one of those letters from you and a copy of The Uplift.

"What would you like to have as a souvenir from over here? Just name it, only don't say a pistol, for we can't send that through the mail. I happen to have a couple of them now. One was made in Czechoslovakia, but was carried by a 'Kraut'. Yes, we have accumulated all kinds of material.

"I just found a picture of my buddy and myself that was taken in Wiltz, Luxemburg, during a rest period. As you can see, I have changed some. Am now 5 feet 11 inches and weigh 205 pounds. The girl in the picture is one of those in the town who did washing for the boys.

"Well, I will close in order to get this stuff off and answer mail call. That's one call we all like to hear. Will be looking for another letter from you one of these days. Best regards to everybody. Just one of the boys, Fred."

—:—

Captain J. P. Henry, of the Salvation Army Post, Concord conducted the service at the Training School last Sunday afternoon. He was accompanied by Mrs. Henry, Captain and Mrs. John Sipe, Raymond Austin, James Brewer and William Whittington, all regular workers in the Salvation Army.

Following the singing of the opening hymn, Captain Hery called upon several of the workers whom he had brought with him for a word of testimony as to the value of living a Christian life. We were especially interested in what Billy Whittington had to say, for just a few years ago, he was one of the boys at Jackson Training School, and his many friends here were delighted to know that he had become associated with this fine Christian organization.

Mrs. Sipe rendered a vocal solo, "No One Ever Cared for Me Like Jesus," in a delightful manner. Mrs Henry played the piano accompaniment. Captain Henry then taught the boys a new chorus, entitled " I Know When the Mighty Deed was Done." The boys soon learned this catchy little song, and, after repeating it a few times, sang it in much the same manner as they sing their old favorites.

For the Scripture Lesson Captain Henry read the account of Judas' plan to betray Jesus, as found in the 22nd chapter of Luke, and in his message to the boys he pointed out the great danger when men sell themselves to evil forces.

At the beginning of his remarks he told this story: Some years ago there was a sale going on. A farmer was selling his farm, his house and all implements and utensils. As the auction was going on, the old farmer was seen walking about. He was in great spirits as he thought of all the money he would have when the sale was over. A friend asked, "What are you going to sell?" and his reply was, "Everything." "Then," said the friend, "what

will you take for your little boy?" Said the farmer, "He is not for sale. But if I did sell him, he wouldn't be worth much to anyone else, but he is valuable to me."

A boy is bought and sold, said Captain Henry, when he agrees to do something that he knows is wrong, and he illustrated this fact by the following story: In a certain city there was a man who wanted to make a great deal of money, but the only way he could do it would be by cheating his partner. Now his partner had a son, and this man took the boy off downtown and bought him anything his young heart desired. Feeling that he had won the lad's confidence, this evil-minded man asked the boy to steal certain information from his father's files, in order that he might be able to put his underhanded deal over. The boy stole the files and delivered them. Having obtained the information he wanted, this most dishonest man underbid his partner and got the contract for one of the biggest jobs he had ever had, and made a fortune.

The boy's father failed in business because of the evil act of his partner's, and he lost his home and all his other possessions. The boy then realized that he was the cause of it all. He had sold out his dad. Not only that, but in selling out his father, he had sold himself.

Captain Henry then told his listeners that there were three things a boy could not afford to do, as follows: (1) No boy can afford to sell his good name. Many boys have gone wrong because they sold themselves. (2) No boy can afford to sell the truth. One of the greatest things in the world is to stand for honesty at all times. (3) No boy can afford to sell his honor. Acting squarely and honorably in all our dealings with mankind, and being true to God are the best guides to success.

In conclusion, Captain Henry told his listeners to always keep their eyes on the boys who cannot be sold. They are the fellows who are bound to succeed.

TEN RULES FOR SUCCESS

1. Think straight and you will act straight.
2. Analyze things. Get all the facts before concluding.
3. Develop the habit of cleanliness and orderliness.
4. Set up a reasonable goal and then determine to reach it.
5. Take advice but do your own thinking and concluding.
6. Cheer up the other fellow. Keep your troubles to yourself. No one likes a complainer.
7. Never admit to anyone—even yourself—that you are licked.
8. Spend a little less than you have earned.
9. Make friends, but remember the best of friends wear out if you use them.
10. Don't be afraid to dream. A little dreaming—imagination—is necessary for success.—Selected.

COTTAGE HONOR ROLL

Week Ending March 4, 1945

RECEIVING COTTAGE

Phil Batson
Thomas Brantley
Charles Brown
Coy Crabtree
Ralph Cranford
Samuel Dill
Harry Mathews
David Prevatte
Charles Young

COTTAGE No. 1

(Cottage Closed)

COTTAGE No. 2

John Allen
Robert Buchanan
Charles Byrd
Walter Byrd
Robert Furr
Ralph Gibson
Gerald Johnson
Chester Lee
Harold McKinney
John McLean
James Norton
Knox Norton
Carlton Pate
William Phillips
Hayes Powell
Marshall Prestwood
James Snead
Harlan Warren
Roy Womack
Barney Mills

COTTAGE No. 3

Charles Allen
William Brooks
Craven Callahan
Robert Helms
James Hensley
Samuel Lynn
Jack Oliver
Robert Peavy
Donald Redwine

COTTAGE No. 4

Robert Blackwelder
Leonard Bradley
Paul Carpenter
John Fine
Jack Gray
Robert Hogan
William Lewis
Roy Miller
William Meadows
Thomas Ruff
J. R. Truitt
Edward VanHoy

COTTAGE No. 5

Randolph Ammons
James Gibson
McKeever Horne
Lewis Kerns
Jack Lambert
Robert Wilkins
Clyde Ward
William Wall

COTTAGE No. 6

Arthur Brooks
Rufus Driggers
Richard Davidson
Vernon Foster
Keith Futch
George Marr
Stanford McLean
Robert Mason
Nolan Morrison
Clay Shew
Charles Sellers
James Swinson
Leroy Wilkins

COTTAGE No. 7

Robert Bradbury
Robert Cannady
Horace Collins
Talmage Duncan
Carlos Faircloth
John Hill
James Knight
Ned Metcalf
Joseph Mitchell
Jack Phillips

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Raymond Bullman
Ray Covington

Worth Craven
Ray Edwards
Sebarn Garmon
Liston Grice
Edward Guffey
John Linville
Charles McClenney
Floyd Puckett
James Stadler

COTTAGE No. 10

(No Honor Roll)

COTTAGE No. 11

Charles Alexander
George Cox
Elmer Heath
Alvin Hilton
Fred Holland
Raymond Hunsucker
William Lowery
Arlon McLean
Alvin Porter
James Ray
Marshall Sessoms
J. W. Smith
William Walker

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

William Andrews
Willis Caddell
Eugene Frazier
Rufus Massingill
Dwight Murphy
James Southern
William Whistnant

COTTAGE No. 14

William Lerschell
Bruce Sawyer
Lester Williams

COTTAGE No. 15

Frank Bass
George Brown
Houston Berry
Harold Bates
Jack Benfield
Harold Coffey
Robert Flinchum
R. V. Hutchinson
William Holder
Kenneth Hankins
James Knight
J. B. Ledford
Charles Stephenson
Gordon McHan
Robert Myers
William Myers
Hilton Reid
Robert Rivenbark
Dewey Smith
Clyde Shook
Jack Willis

INDIAN COTTAGE

Jack Bailey
Peter Chavis
Marshall Hunt
Donald Hunt
Clyde Lochlear

INFIRMARY

Clifford Shull
Odell Cecil

Our reliance is in the love of liberty which God has planted in us. Our defense is in the spirit which prized liberty as the inheritance of all men, in all lands, everywhere.

—Abraham Lincoln.

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MAR 19 1945

THE UPLIFT

VOL. XXXIII CONCORD, N. C., MARCH 17, 1945 No. 11

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Ironers at Work in the School Laundry

(An article on the work in this department was published in the issue of January 20, 1945.)

Hair-Cutting Time in the School Barber Shop

(See Page 3)

Published By
THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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The Uplift

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

FRIENDSHIP

If I should see
A brother languish in sore distress,
And I should turn and leave him comfortless,
When I might be
A messenger of hope and happiness—
How could I ask to have what I've denied,
In my own hour of bitterness supplied?

If I might share
A brother's load along the dusty way,
And I should turn to walk alone that day,
How could I dare,
When in the evening watch I knelt to pray,
To ask for help to bear my pain and loss,
If I had heeded not my brother's cross?

If I might sing
A little song to cheer a fainting heart,
And should I seal my lips and sit apart,
When I might bring
A bit of sunshine for life's ache and smart—
How could I hope to have my grief relieved,
If I kept silent when my brother grieved?

And so I know
That day is lost wherein I've failed to lend
A helping hand to some wayfaring friend,
But if it show
A burden lightened by the cheer I've sent,
Then do I hold my hours well spent,
And can well afford to be content.

—Albert Hutloff.

SIGNS OF SPRING AT THE TRAINING SCHOOL

On every hand there are unmistakable evidences that spring days are here again. The spirit of the season pervades the atmosphere all about us. We see the manifestations of the changing weather in every conceivable way.

Among the boys themselves it is easy to see that they feel the impulses of the time. They are now able to get out on the grounds and begin to play their outdoor games with more comfort and consequently more enjoyment and pleasure to themselves. On numerous courts and diamonds we see them playing their games—volleyball, basketball, baseball and softball. We see them shooting marbles, which is one of their favorite pastimes; we see them flying their kites. Then, too, we see that the boys are beginning to "shed" their winter clothing. There is no doubt but that the spring of the year is the happiest season in a boy's life. He has the innate impulses to get out in the wide open spaces and extend the muscles of his body and compete in various sports. It is a time when he has a chance to get a little closer to Mother Nature.

Out on the farm we see the beginnings of the growing season again. The grain fields and the pasture lands are becoming green again in all their beauty. The cattle that have been closely housed during the winter months for comfort and protection have now been placed out in the pastures. The farm work itself has begun again, and we hear the roar of the farm tractors as they make their way over the roads and across the fields. Also, there are the noises of the farm wagons and the teams. Across the fields there are groups ob boys sowing lespedeza seed or planting onions, cabbages, or other garden plants. The orchards and vineyards have been pruned and sprayed, and already many of the trees are blooming out in all their gay colors. Probably the most beautiful sight on the farm is the vast expanse of flowering peach trees which are already in full bloom.

On the campus there are many manifestations of the new season. We see the flowering shrubs, such as yellow bells, spirea, and breath of spring. We see the blooming flowers, such as pansies and jonquils. Most of the trees are budding out with new leaves. Here at the Training School we try to make the School campus one of the most attractive spots in the whole State.

We join with the poet, who has eloquently expressed the spirit of spring in the following lines:

"The sun lies bright on a jade-green hill,
There's a burst of song from a loosened rill,
The wind warms the breast of the new-turned sod,
And the note of a bird links earth with God.

* * * * * * * *

SOME MARCH ANNIVERSARIES

March 18, 1837—On this date Grover Cleveland, twenty-second and twenty-fourth President of the United States, was born in Caldwell, N. J., where his father was pastor of the Presbyterian church. He was christened Stephen Grover, but he dropped the name Stephen before reaching manhood. When the boy was sixteen years old, his father died, and he was compelled to give up the idea of attending college, and went to work to help support his mother and sisters.

He taught school in New York State for a year. Feeling that the West offered greater opportunities, he started for Cleveland, Ohio, in 1855. He got no further than Buffalo, N. Y., where an uncle found him a position as clerk in a law office.

Cleveland was admitted to the bar in 1859, and soon became active in local politics, and was appointed assistant district attorney in 1863. A few years later he was elected sheriff, serving one term and then resuming the practice of law. Because of honesty displayed and his devotion to duty as sheriff, he was elected mayor of Buffalo in 1881, and a year later he was the Democratic nominee for governor of New York, and was elected. His fine record as governor made him a national figure. In the Presidential election of 1884, Cleveland defeated his Republican opponent, James G. Blaine, obtaining a majority of thirty-seven votes in the electoral college. In 1888, the Democratic party re-nominated him for President, but he was defeated by Benjamin Harrison, who received a majority of sixty-five electoral votes. He was nominated the third time in 1892, and defeated Harrison, who was seeking re-election, the vote in the electoral college being 277 to 145.

Cleveland was the first Democrat to hold the office of President after the Civil War, and the only Chief Executive to serve two terms not in succession. It has been said that no other President was more

consistent, more courageous in his convictions, and for a time, more unpopular. Though not a great orator, he could phrase his statements in crisp, telling form. When he said that that "Public office is a public trust," everybody understood him. At the time of his retirement to private life, in 1897, he was definitely one of the most unpopular men in the United States. He had offended his own party by his stand on silver and tariff issues; his actions during strikes incurred the enmity of labor; bankers and financers disliked him because his Venezuela message had upset the stock markets. It was his good fortune, however, to outlive the bitterness of past years, and long before his death he was universally respected and recognized as a great President. Many policies for which he had fought and had been jeered at were carried out by his Republican successors, and even his mistakes were excused in the light of his undoubted honesty of purpose.

From 1897 until his death, which occurred in 1908, Cleveland made his home in Princeton, N. J. He was actively interested in the university, especially the graduate school. For many years he was a lecturer and a trustee of this great educational institution, and the beautiful tower of the graduate school stands as a memorial to him.

March 19, 1813—This was the birth-date of David Livingstone, famous missionary and explorer, who made known to mankind the darkest regions of Africa. He was a native of Scotland, and in spite of poor opportunities, he secured an education. He made three expeditions to Africa, where he explored unknown territory and established missions. Among his discoveries was the Zambezi River. While on his last trip, Livingstone pushed far into the Lake Tanganyika region, and was missing for a long time. The search for him was given up so far as the British officials were concerned, and he was presumed dead. James Gordon Bennett, of "The New York Herald," became interested in his disappearance, and sent one of his men, Henry M. Stanley, to continue the search. In November, 1871, Stanley found Livingstone at Ujiji, on Lake Tanganyika. Aided by his rescuer, the great missionary was enabled to go on for a while, but later, weakened by years of hardships, he became ill, and in 1873, he died on the shore of Lake Bangweolo. He was loved by the natives of that country, and beneath the tree where he died, his devoted ser-

vants buried his heart, where a monument now marks the spot. They carried the body to Zanzibar, and it was taken to England for burial in Westminster Abbey.

March 22, 1599—On this day, Sir Anthony Van Dyck, celebrated Flemish portrait painter, was born in Antwerp, Belgium. He was one of the great masters of portraiture, and many of the leading men and women of his day were included among his clients. King Charles I of England appointed him court painter in 1632, and soon after his arrival in London, he was awarded a pension and the king knighted him. He executed a number of religious pictures for churches, among them being "Adoration of the Shepherds," "Crucifixion," "Christ Blessing the Children," and "St. John." His most famous portrait is the full-length painting, "Charles I on Horseback." The year before his death, he went to Paris, hoping to be commissioned to decorate the Louvre, but was disappointed. He died in 1641, and was buried in Saint Paul's Cathedral, London.

March 22, 1817—This was the birthday of General Braxton Bragg, an American general. He was born in Warren county, North Carolina. He was graduated from West Point in 1837, and in that same year saw service in the Seminole War. He served with distinction under General Taylor in the Mexican War, and rose to the rank of lieutenant colonel. He resigned from the army in 1856 and engaged in sugar planting in Louisiana. When the Civil War broke out he became a brigadier general in the Confederate Army. After the close of the war, he was chief engineer of the state of Alabama. He later moved to Texas, and died in Galveston, in 1876.

It is interesting to note that Fort Bragg, near Fayettville, N. C., for many years the largest artillery post in the world, was named for this distinguished North Carolinian. The post was established in 1918, and was first called Camp Bragg, but in 1922, the name was changed to Fort Bragg. Due to strict military censorship during the present war period, no recent figures have been released as to the number of men stationed there, but we do know that it is one of the largest military posts in this country.

March 23, 1775—One hundred and seventy years have passed since on this date, in the Virginia House of Burgesses, there sounded in

ringing tones one of the greatest orations of American history. It was there, in opposition to the tyrannical acts of Great Britain, that Patrick Henry delivered the immortal words that have resounded down through the years. If the accounts of those who heard him are to be trusted, he was decidedly the most eloquent orator of his time. It is unfortunate that we have no shorthand accounts, no recordings which would reproduce both his language and his intonations. The secret of true oratory lies in the emotional impulse which is communicated to the hearer.

At this meeting, in reply to the objections to his proposals to organize a military force for the defense of the American colonies, Henry rose to his greatest oratorical height, and we are quoting a part of that famous speech as follows:

> "There is no retreat but in submission and slavery. Our chains are already forged. Their clanking may be heard on the plains of Boston. The next gale that sweeps from the north will bring the clash of resounding arms. Our brethren are already in the field. Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear or peace so sweet as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take but as for me, give me liberty or give me death!"

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of March 18, 1945

March 19—William Myers, Cottage No. 15, 16th birthday.
March 19—Edwin Peterson, Cottage No. 9, 14th birthday.
March 20—Knox Norton, Cottage No. 2, 16th birthday.
March 23—Harlan Warren, Cottage No. 2, 16th birthday.

LOCAL HAPPENINGS

Reported by Boys of the School Department

New Goal Posts Erected on School Playground

By William Poteat, 8th Grade

Recently Mr. Hawfield and Mr. A. L. Carriker, along with some of the carpenter shop boys, erected two new goal posts on the school playground. After they had been put up, and painted, and the paint had dried, the new court was immediately put to use. The eighth grade played the seventh grade. The eighth grade won the victory.

We are very glad that the new court has been erected, and we are, I feel sure, going to show our appreciation for this act of kindness toward us. We would not forget to mention Mr. Wyatt and the machine shop boys who made the hoops.

Visiting Day

By William Poteat, 8th Grade

Wednesday was visiting day here at the school and the eighth grade received a pleasant surprise when Mr. Leonard came to visit us. It is our procedure, when visitors come, to entertain them by singing, reciting, etc. This time when Mr. Leonard came, we gave a short program consisting of songs, sung as a group, duets, solos and a trio.

The group sang "The Church by the Side of the Road," "There's a Star-Spangled Banner Waving Somewhere," and God Bless America."

A duet was given by Gerald Johnson and William Poteat entitled "Shortnin' Bread." Another duet followed entitled "Love Is the Key."

Next, William Poteat sang two solos entitled "White Cliffs of Dover" and "Dance with a Dolly."

Gerald Johnson gave a reading entitled "Arathusa's Beau."

The last thing on the program was another solo by William Poteat entitled "Don't Fence Me In."

Show

The show last week was a Universal Production. The title was "Night Monster," and the comedy was entitled "Swing Yore Pardner."

All of the boys enjoyed the feature picture, as well as the comedy very much and are looking forward to the next one with much anticipation.

Boys Entertain at Brotherhood Meeting

By William Poteat, 8th Grade

Tuesday night of last week, a group of five boys from the Training School, along with Mr. Hawfield, was invited to the regular weekly "Brotherhood Meeting," composed of some of the members of the Trinity Reformed Church in Concord of which Rev. Roy Whisenhunt is the pastor.

The program of entertainment which we presented consisted of hymns and other selections.

First, the entire group sang "The Church by the Side of the Road," after which William Poteat, accompanied by Jack Gentry, gave a type of entertainment which was definitely not religious. It consisted of what is known as the "Silverware Symphony" which

derives its name from the pair of spoons which, when properly handled, can almost seem alive. We played three numbers. First, we played "Comin Around the Mountain," which was followed by "Notre Dame Victory Song" and "Listen to the Mocking Bird."

After this followed a solo by James Stadler entitled "When They Ring Those Golden Bells for You and Me."

Next, Gerald Johnson gave a reading entitled "Arathusa's Beau."

The last number on our program was an old favorite hymn of many and the theme song of Edward MacHugh, noted sacred song singer, entitled "An Evening Prayer."

All of the boys who participated wish to take this opportunity to express their appreciation to Mr. Hawfield and all others who had anything to do in making this good time possible.

Morning Chapel Program

By John Allen, 8th Grade

The program this week was under the direction of Mrs. Dotson and her fifth grade group. The program dealt chiefly with Holland and the month of March.

The first thing on the program was the Scripture reading by Ralph Putnam followed by the Lord's Prayer by all. Next was a hymn entitled. "In the Garden" which was sung by all.

After this short devotional period the grade presented the program. First was a song by the class entitled "Springtime," followed by a poem by Jack Lambert entitled "Call of Spring."

Next there were two poems; one was entitled "March," and the other "Tulips." They were given by William Ferguson and Claywood Sparrows.

Next, the grade sang a song entitled "Old Dutch Garden." After this, Howard Jones read a story about a brave little Dutch boy named Peter. The story was about how a little boy saved his land and all his loved ones' lives by stopping a leak in the Dyke with his finger.

A song entitled "Children of Holland" was followed by a poem. The name of this poem was "The Wind."

Another poem "March," followed, and it was given by Marshall Prestwood. "In Wooden Shoes" was sung next by the class, followed by a poem entitled "Little Toyland of the Dutch" presented by James Holleman.

Next was a story by Carlton Wilcox, and it was entitled "Hans and Gretchen."

The last thing on the program was a poem by Harold Coffey, entitled "Today."

All of the boys enjoyed the program very much, and we commend Mrs. Dotson for her patience with the boys which really made this fine program possible.

Before closing we would like to comment briefly on the fine stage decorations which consisted of a large mural, a very attractive array of tulips, and some small pictures which were drawn by fifth grade boys.

Room Decorations For Spring

By William Poteat, 8th Grade

In the eighth grade room we have been putting up pictures and painting murals to decorate the room for spring.

We have three murals. One is a

large Easter rabbit, name "Snow Queen." Another consists of a little girl holding Easter lilies and rabbits in various positions. The last pictures a small boy holding an Easter rabbit in one hand and a basket in the other. All of these were drawn and colored by William Poteat.

In the second grade room Mrs. Morrison has her boys decorating mostly with pictures of all sorts of beautiful birds.

Mrs. Dotson has her room decorated with pictures of birds, flowers, bunnies, etc. She also has a large mural picturing Holland. It consists of windmills, canals, wooden shoes, dykes and other things pertaining to Holland.

The rest of the rooms have pictures of spring in various phases such as landscape scenes, flowers, Easter bunnies, windmills and other such scenes pertaining to Spring.

Volleyball Game

By John Allen, 8th Grade

Saturday morning during the recess period, the third and fourth grades played a game of volleyball on the school court. It was a very interesting game to watch.

There were seven boys on the third grade team and ten boys on the fourth grade team at the beginning of the game. As the game continued many other boys joined the game. Near the end of the game the court was crowded with players on both sides of the net.

Mrs. Kiser, the third grade teacher, was scorekeeper with the help of one of the sixth grade boys. At the end of the game the score was announced as eighteen to sixteen in favor of the fourth grade team.

B. T. U. Meeting—Intermediate Group

By William Myers, 6th Grade

John Fine, Charles Shore and Hilton Reid led the sentence prayers. First we started off our program about the "Sermon on the Mount." We then had the Bible readings which were followed by the boys repeating the Golden Rule: "Do unto others as you would have them do unto you." After this Mr. Puckett made a talk about the Bible.

John Fine read Isaiah 66:1-2, and then we had our parts. They were as follows: (1) "An Introduction," was given by William Myers; (2) "Temples of the Body," by Charles Shore; (3) "Appreciate It," by Charles Shore; (4) "Some Don'ts, by Jack Benfield; (5) "Some Don'ts," by Harold Duckworth; (7) "Jesus Our Example," was read by Mr. Puckett.

After this the program ended, and the boys were dismissed.

B. T. U. Meeting—Junior Group I

By Donald Redwine and Jimmy Snead

First Mr. Snyder had a talk. He asked some questions about the Bible. He next read some scripture out of the Bible. Then we had the Bible reading. We had read 114 chapters. Then we had some parts to say. The first part was: "The Master Calleth for You." The first was by Billy Hawkins. The second part was by Leroy Wilkins. The third part was by Jimmy Snead. After the program was over, all three groups assembled in the auditorium for the closing exercises. We sang

three or four songs, and Mr. Snyder and Mr. Isenhour gave brief talks. We had a special song, (The American's Prayer). It was sung by Jack Phillips, Theodore Young, Earl Green, and Billy Brooks. Gerald Johnson closed the meeting with prayer.

B. T. U. Meeting—Junior Group II

By Theodore Young, 5th Grade

To begin the program, we had a song entitled, "When They Ring Those Golden Bells." After this we had prayers by Earl Green, Harry Thompson, J. C. Cayton, Carlton Pate, and Earl Gilmore.

After these prayers, Mr. Hines called the roll and then we went into our Daily Bible Readings. They were as follows:

Sunday, March 4, Matthew 4:1-11 "What happened when the devil left Jesus?" By Earl Green.

Monday, March 5, Matthew 5:3-10 "Why are the pure in heart happy " By J. C. Cayton.

Tuesday, March 6, Matthew 6:1-8 "Are we to pray just so others will see us praying?" by Carlton Pate.

Wednesday, March 7, Matthew 7:7-12 "How are we to treat other people?" (v.12)

Thursday, March 8, Matthew 8:4-13 "How did the centurion show he had faith?" By Harry Thompsin.

Friday, March 9, Matthew 9: 9-13 "What did Jesus say to Matthew?" By Earl Gilmore.

Saturday, March 16, Matthew 9:16-17, 20- 22.
"Why did the rich young man go away sorrowfully?'" By Ralph Gibson.

Then we had our program as follows: (1) "We Are Lost" by Ralph Gibson; (2) "Jesus Can Save Us," Billy Brooks; (3) "The Master Calleth for You," Vernon Foster; (4) "God Pardons Sins," was read by Mr. Isenhour;(5) "Trust Jesus Now" George Guyton.

Boys Broadcast Saturday

By Bruce Sawyer, 8th Grade

Saturday afternoon at 4:45 o'clock five boys from Troop No. 1, of Jackson Training School went to W. E. G. O. Broadcasting Station and put on a quiz program for the benefit of the people.

Before going the boys were a bit frightened, but they got over it in a little while.

There were five boys who went to participate in the program, they were William Hammond, Robert Flinchum, Frank Bass, David Perkins, and Bruce Sawyer.

Each boy was given 25 cards which he placed on the table before him and when it came his time to answer he picked up one of his cards which had a question on it and read the question aloud and if he could not answer he handed the question to the next boy.

David Perkins had questions from 1 to 25, Robert Flinchum had them from 26 to 55, Bruce Sawyer had them from 56 to 75 and William Hammond had the last from 76 to 100.

The winner of the program was Bruce Sawyer, and he won by a margin of one point. The program was a tight race. Frank Bass kept score for them. We all appreciate what Mr. Ralph B. Mullinax did for us. The program was sponsored by the Central North Carolina Council. Mr. Mullinax was in charge of the program.

Group Attend Services in Concord Churches

By John Allen, 8th Grade

Every Sunday there are two groups of boys from the Training School who attend sevices in Concord Churches. These churches are the Central Methodist and the All Saints Episcopal.

The boys go there to participate in the singing and other parts of the services that are carried on there. Those boys who attend these churches are as follows:

(Methdist) John Allen, Gerald Johnson, and James Phillips.

(Episcopal) Harold McKinney, George Guyton, Raymond Hunsucker, Jack Gentry, Jack Benfield, and James Stadler.

This past Friday night a few boys from here went to the Southside Baptist church to the revival meeting. The boys who went were: Robert Flinchum, Kenneth Staley, Tommy Staley, Marshall Sessoms, Jack Gentry, Jack Benfield, and Alvin Porter.

This past Sunday night Mr. Tompkinson, officer of No. 2 Cottage, took a group of four boys to the St. James Reformed Church at Mt. Pleasant. These boys sang a selection of songs and also took part in the other parts of the services. The boys who went to this church were: Harlan Warren, William Poteat, James Stadler, and Harold McKinney.

All of the boys, who have the opportunities to go to these churches and have a chance to participate in the program, are very grateful to the ones who make this possible.

Repairing Hymn Books

By William Poteat, 8th Grade

Mrs. Miller and the library boys have been very busy during the past week. They have been repairing our hymn books and taking the books that are beyond repair and fitting the pages in some of the other books. They are getting the books ready to send to a book binding company in Greensboro to be bound. The boys who have been helping in this work are: Bobby Buchanan, Clyde Wright, Earl Green, Billy Phillips, and John Linville.

LIVING ON A STAR

A famous philosopher points out the strange fact that mankind has looked upward in admiration at the stars, forgetting that we are actually living on a star. For this earth of ours is a star. We are standing, walking, riding, sitting, sleeping, with a star underneath us. And that star has all the potentialities of heaven.

Think of that the next time you stand beneath the night sky looking up at the stars. Remember that your feet are planted on a star, and that it is up to you to help make that star a bright and shining place to live.—Wilfred A. Peterson.

A SHORTAGE IN SCHOOL TEACHERS

(N. C. Christian Advocate)

The National Educational Association convention at Pittsburgh reported that the war has depleted the ranks of the teaching force of this country more than has been generally realized. Figures presented show that when schools open this fall 70,000 trained teachers will be needed. Dr. Frank W. Hubard, N. E. A. research director, predicts that between 15,000 and 20,000 classes will be without teachers of any kind, denying thousands of chidren their right to a free public education. In addition, 55,000 emergency certificates have been granted during the past year to teachers who could not meet the ordinary standards for their localities. The staggering number of 170,000 teachers were new to their jobs last year; for two years the total reaches 300,000. Moreover, 100,000 teachers are now in the armed forces. The lack of available replacements is disturbing to educators. Only 10,000 instead of the usual 50,000 students were graduated from teachers, colleges and normal schools this year.

The educators were almost unanimous in their conviction that the only way the teaching profession can be made attractive to students superior ability is to raise the salaries of teachers generally. At present the average yearly salary is about $1,500. While only a handful of teachers receive more than $5,000, nearly 300,000 earn $1,000 or less. That seems clearly to be the main reason why teachers are leaving the classrooms in droves. Here is a serious problem that needs the attention of educators and laymen throughout the country.

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VALUABLE U. S. DOCUMENTS IN FORT KNOX VAULT

The documents selected to be stored in the Fort Knox Vault, Ky., where the U. S. gold deposit is kept are of interest to Americans. Obviously only the very choicest invaluable items could be included. These were handpicked. They included:

The Declaration of Independence.

The Constitution of the United States.

The Articles of Confederation.

The Lincoln Cathedral copy of the Magna Carta (exhibited by the British at New York's world fair).

Lincoln's second inaugural address (original autographed copy).

Lincoln's Gettysburg Address (first and second autographed drafts).

Saint Blaius-Saint Pau copy of the Gutenberg Bible (3 volumes).

These treasures were in specially designed, hermetically sealed containers under careful temperature and humidity regulation at Fort Knox.—Selected.

THE LITTLE GIRL'S PRAYER-AND OURS

(The Alabama Baptist)

The community was suffering from a serious drought. A little girl had planted some seeds and was in deep distress. She heard someone say that people were praying for rain, so she decided she would do some praying, too.

Her prayer ran thus: "Dear Lord, please make it rain on my beans. They are planted right between Mr. Brown's onions and ours."

Is not the littles girl's prayer about like much of our adult praying? How much are we concerned about the problems of the people across the railroad track (in either direction,) or the needs of farmers in California or the hunger of little children ten thousand miles away?

These are days to stretch our souls, days to teach us to care what happens to all of God's children everywhere. When we deeply care, we pray, not only for our "beans" but for the beans of everyone the world over. We shall hardly be able to pray as we should for the soldier from our own home unless we pray for the one from our neighbor's home; and we shall not be able to pray for him unless we can pray for the soldiers who are trying to kill our own.

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SERVICE

Service is spiritual obedience and reverence. It is a duty which should be performed willingly and with no grudges. A service is an act which should be done of one's free will to better a worthy cause and with no thought or recompense involved. Services should be performed for one's home community, church, and country. Some services are patriotic, some are charitable, and all show kindness and character. Whatever they are, or however meager their importance may appear, they should be done with an unselfish spirit and with the intention to help.

Services, no matter how small they are, are needed everywhere in this world today. They range from little things like buying a defense stamp to laying down one's life for his country. Little services add up and further larger worthy causes.

Your services and my services are needed every day and always. They are especially needed in this world of today, and if we in our daily lives neglect and pass them by, we can never reach the goals for which we set out. Service is the key to success. Once it is found and understood, it should be constantly used, and its benefits will enlighten the paths of many.

—By Phyllis Vosburg.

RADAR, JET PROPULSION MAJOR FACTORS IN NEXT AIR PROGRESS

(The New Day)

Radar, gas turbines, so-called jet propulsion, and the helicopter probably will be most effective in the improvement of aviation in the near future, Dr. C. C. Furnas, director of research for Curtiss-Wright's airplane division, told a meeting of the Junior Chemical Engineers.

"The coming era of air travel almost certainly is destined to make major changes in the pattern of American living, and in the not distant future, in the way of life all over the world," he prophesied.

"One of the fair-haired boys of this war has been radar, which is an abbreviation for 'radio directioning and ranging," he stated. "Many of its applications and methods of operations still are secret, but it may be said that radar uses short radio waves as a substitute for light rays. This makes it possible, with proper instrumentation, to see and to make measurements no matter what may be the conditions of weather or darkness."

Dr. Furnas predicted that radar is going to become the basis for automatically keeping a plane a safe distance above obstacles, for exact navigation at all times, for collision prevention and for blind approach and blind landing systems which will be used in bad weather.

"The principle enemy of aircraft schedules is weather." Dr. Furnas stated, "Mark Twain notwithstanding, you can't do much about the weather. But soon it will be possible to complete scheduled commercial flights no matter what the atmospheric conditions may be."

He pointed out that radar, plus the use of exhaust heat to prevent the formation of ice on the wings and fuselage eventually will make it possible to maintain a reliability of schedule as good as that of the railroads, with almost equal safety.

The gas turbine may render the conventional reciprocating engine obsolete for aircraft use is sizes above 1,000 horsepower. Recent advances in metallurgy and in certain features of mechanical engineering have now brought this device well into the forefront of the hopeful developments for the future. It not only will be lighter and probably more efficient but will be very much smoother in operation than the engines now in use, Dr. Furnas declared.

If the public demands planes traveling from coast to coast in five or six hours, we may expect jet-propelled air-craft cruising through the air at high altitudes at a speed between 500 and 600 miles an hour, with not more than one or two stops, he remarked.

While the helicopter still is a long way from perfection, difficult to fly and not particularly reliable, Dr. Furnas predicts that when some of its problems are solved the helicopter can replace surf boats of the coast guard. It also can be used in crop-dusting for the control of pests, for carrying men and equipment to and from forest fires, for use on cattle ranches, and in oil fields. Gradually it will evolve as

a means of moderate distance transport for commercial and private use.

Speaking of the private plane, he declared that though small private aircraft eventually will play an important role in all our lives they are not going to have the extensive use or be as important as automobiles. In cost, safety, and convenience small aircraft cannot be in the same category with the automobile.

Small aircraft, Dr. Furnas declared, will never be able to compete with the third-hand brokendown fliver. They are inherently more expensive than automobiles and they must be kept in top condition or they are definitely unsafe.

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THE ART OF GETTING ALONG

Sooner or later a man, if he is wise, discovers that business life is a mixture of good days and bad, victory and defeat, give and take.

He learns that it doesn't pay to be a sensitive soul—that he should let some things go over his head like water off of a duck's back.

He learns that he who loses his temper usually loses.

He learns that all men have burnt toast for breakfast now and then, and that he shouldn't take the other fellow's grouch too seriously.

He learns that carrying a chip on his shoulder is the easiest way to get into a fight.

He learns that the quickest way to become unpopular is to carry tales and gossip about others.

He learns that it doesn't matter so much who gets credit so long as the business shows a profit.

He learns that buck-passing always turns out to be a boomerang, and that it never pays.

He comes to realize that the business could run perfectly well without him.

He learns that even the janitor is human, and that it doesn't do any harm to smile and say "Good morning" even if it is raining.

He learns that bosses are not monsters trying to get the last ounce of work out of him for the least amount of pay, but that they are usually fine men who have succeeded through hard work and who want to do the right thing.

He learns that the gang is not any harder to get along with in one place than another, and that "getting along" depends about 98 per cent on his own behavior.—Wilfred Peterson.

MACHINE MADE FOR CHINCH BUG FIGHT

(Mooresville Enterprise)

A machine for establishing a barrier of dinitro dust protect corn fields from damage by chinch bugs has been prepared by the Agriculture Engineering Department at State College. Not only does the machine give a uniform barrier, which is essential for control, but it also saves much dust compared with the practice of preparing the barrier by hand.

The machine is of the roller type and must be made at home in advance of the season when it is needed. Essentially it consists of a piece of sheet metal rolled into a cylinder with three rows of holes drilled along a center line, with rings of bar iron on each side of the row of holes to hold the roller slightly off the ground.

Prof. David S. Weaver, head of the Agricultural Engineering Department, explains that a small band free of clods and relatively smooth must be established around the corn field before the machine will establish a good barrier. If there are any gaps in the barrier or if the dust falls down into depression between clods, providing a bridge by which the bugs can escape over the barrier, good control is not obtained. The chinch bugs die on contact with the dinitro dust.

J. Myron Maxwell, Extension Entomologist, estimates that about 100,000 pounds of dinitro dust will be needed in 25 North Carolina counties this year in the fight against the chinch bug under average conditions. If the spring is rainy, probably twice this amount will be needed, because the barrier must be replaced when washed away by rain.

THREE TYPES OF MEN

There are in this country one-story men, two-story men, and three-story men, as recently characterized by a noted educator. The one-story men have no desire for achievement, and no curiosity for enlightenment. Their instincts are more or less animalistic. It is regrettable that the one-story man makes up the greater part of our population today.

There are the two-story men who have intellectual curiosity, who are forever dissatisfied with themselves, and endeavoring to attain higher goals. There are quite a few of the two-story men today, and they are the ones who are ahead in the world.

Then there are the three-story men with skylights who have deep spiritual feelings, and seek to learn the real values of life. They are truly great, and lift up those with whom they come in contact. We need more such men as these.—Sunshine Magazine.

CAROLINA SOLDIERS PRAY BEFORE BATTLE

(Monroe Enquirer)

The attitude of doughboys toward religion on the eve of battle has been described to the general commission on Army and Navy Chaplains, Washington, by Chaplain Henry B. Koon. From the marshalling area to dugouts near the enemy and back to the clearing stations, he found everywhere men wearing the insignia of the Cross on their collars. Concerning them he said, "God is in the work being done by our Chaplains." Chaplain Koon, from this extensive observation as a divisional chaplain in the combat area recounts his impressions as follows;

"It has not been many months ago since we received orders that we were to move into the front lines some where on the Western Front. As division chaplain, I immediately began to contact all the chaplains before they moved out of the marshalling area to an experience that they had never had before.

"Upon reaching one of the regiments, some of the soldiers were packing their belongings and loading them on trucks. In the center of the area, a chaplain's flag was flying and the organ was placed beside the improvised altar on a jeep hood. A Protestant service was just about to begin. Soldiers came from all directions in the woods, joined in singing hymns and listened to a brief message by the chaplain. Vehicles were filled and great columns of men were moving up the road toward the distant firing. In a few hours, they were to be a part of the great Allied force that will win this war.

"A few days later, I visited the chaplains from one end of the line to to the other covered by our division. At this time we were not holding religious services but rendering words of comfort and religious instruction. We went from one dugout to another and from foxhole to foxhole. Sometimes we found as many as 21 men in one dugout. Some were writing letters home. Others were reading their Testaments and still others were talking about the Jerries on top of the hill not too far away. Underneath it all there was the assurance of the presence of the chaplain and a religious atmosphere that keeps the American soldier going in hours like this. Some said, 'Chaplain, I never prayed much but now I know how to pray.' We would have a brief word of prayer and go elsewhere to help others. One mail censor told me in his own words that more boys write home about the chaplain making them a visit more than anything else that happens during the day.

"After our day's work was completed, we returned to the clearing station to speak a word of comfort to those that might have been wounded during the day. Truly God is in the work being done by our faithful chaplains over here."

Chaplain Koon, who is a divisional chaplain of an infantry division, was born in Lexington, S. C.

A TRANSLATION OF LINCOLN'S GETTYSBURG SPEECH

By John N. Glasgow in The Ohio Mason

One might ask the question, "why be there any translation of Lincoln's Gettysburg Speech?"

In reply we might say that nothing stands still in this world. It is true that Lincoln's original speech will remain with us as long as time, but new views will be taken of it. The world is looking for new views and true views, always.

In order to use as much of the original speech or context as possible meter has been sacrificed in some cases. Very few words of the original have been omitted; several have been added, none however, that would change the meaning: The last two lines of stanza four, are totally an addition.

Iambic Common Meter has been employed in medley of stanza from three to six lines. The rhyme has been somewhat inconstant.

Historical: The battle of Gettysburg was fought on July 1, 2, and 3, 1863.

On November 19, 1863 Lincoln made this famous speech at the dedication of the Gettysburg National Cemetery.

Four score and seven years ago,
Our fathers brought to light
A nation on this continent,
Whose laws are just and right.

In liberty it was conceived,
And dedicated to
The proposition that all men
Are free and equal too.

We now are solemnly engaged
In fighting a great war,
A test to see if that nation,
Or any so conceived,
And dedicated as it is,
On earth can long endure.

We are met today in our humble way,
On a great field of that war
To battle that for which is right
For that and nothing more.

We have come today to dedicate
A portion of that field,
As a final resting place for those,
Who here the sword did wield;
For those who here their lives did give
That that nation might live.

It's altogether fitting now,
And proper it is too
That we should mark this sacred spot,
This thing we hereby do.

But, we cannot in larger sense,
To dedicate this ground,
Nor consecrate, nor hallow it
No matter how profound.

The brave men living as well as dead,
Who struggled here, this act
Have consecrated far above
Our power to add or detract.

The world will little note nor long
Remember what we say
But it can never more forget
What they did here today.

It is for us the living now,
Be dedicated here

To the unfinished work that they
Have carried thus far near.

It rather is for us to be,
Here dedicated to
The task remaining us before
That we take heed and do.

That from these honored dead we take
Increased devotion to
That cause for which they here gave all
The last full measure due.

That we here highly now resolve,
These dead shall not have died in vain,
That this nation (shall have) under God
New birth of freedom reign.

And that government of the people
Shall always be of worth
For the people; By the people
And never perish from the earth.

———:———

MY LITTLE MAN

My little man, I see in you
The things that once were me.
I wonder if you see in me
The kind of man you hope to be.

For you, I pray I be that man.
E'er striving for the right.
To know I've kept your confidence
To me will be delight.

I pray to live, for you, a life
In all things true.
That you need never be ashamed
Of anything I do.

That you, remorse, need never know
O'er deeds I may have done
But that you may be proud to go
The course I strive to run.

My son, lay out the course you take
On honesty and truth.
Avoiding errors I may make
Keep the innocence of youth.

Remember boy when you are old,
Dad still will be your friend, and
"That right-living has more worth than gold"
Strive for it, to the end.

—W. A. Schreiber.

DOCTOR'S MISSING BOOK FOUND WITH DEAD JAPANESE ON ATTU

The Diplomate National Building of Medical Examiners

When Dr. Edwin Lee, now practicing medicine in Downey, California was a student at the College of Medical Evangelists, class of 1938, he bought a copy of Kellog's Surgical Approaches to Anatomy, and put his name on the fly-leaf. One day it vanished from his book shelf. He sought it in vain and finally bought another.

Recently he received the book from a former classmate, Maj. L. Lawrence Whitaker, medical officer with the American forces that took Attu. The major and another classmate had discovered it in a Japanese hospital on the island, following the occupation by the Americans. A letter from Major Whitaker told Doctor Lee of the weird incident of finding the book.

It seems that after the Americans had completed the bitter job of wiping the tenacious Japs out of Attu, Major Whitaker and a group of officers examined the garrisons where the Jap command had its headquarters. When they entered the underground hospital, they found eighteen of the Jap wounded had been killed by morphine.

The lay on their backs, their hands folded across their chests, stiff in cold death. The doctor, who had killed his patients, lay sprawled on the floor—he had put a bullet through his head.

As Major Whitaker and his former classmate got a look at the face of the dead doctor, they stared at each other in amazement. They knew him. He was Paul Tatsuguchi, their old classmate.

Tatsuguchi had been in college with them for four years. He had received his medical degree with them. He had taken the California State medical examinations with them and received his license to practice when they had.

The two officers found his personal effects and, in going through them, discovered a diary which he kept in English, during the last sixteen days when the Japs realized that resistance would prove useless.

He related what was happening as the battle of Attu began wiping out the Jap garrison and wounded soldiers were being brought into the hospital. He methodically set down the number of patients he was treating and what he was doing for each one.

Toward the end, he told how he had developed diarrhea and how ill he was.

On the last day, when the Japs knew that the end had come, he described how he had killed each of his patients. Then turning his thoughts to his family, he wrote a farewell note to his wife and two children, who lived in Japan, hoping possibly, that some American might read it and send it on.

In final rite, he wrote a rededication of himself to his Emperor, setting down a renewal of his oath and then, according to the grim evidence, took his life.

In addition to the diary one of the classmates picked up a volume that had a familiar appearance—it was "Surgical Approaches to Anatomy" a book that recalled many memories.

The two examined it and there on the fly leaf they found the name of Ed Lee. It had been crossed out and beneath it was written that of Paul Tatsuguchi.

WHEN PEACE COMES

(Christian Science Monitor)

"When peace comes" —that phrase uttered with increasing frequency these days in many lands, in many tongues, starts soldiers in foxholes, sailors on far seas, and home folks at the fireside weaving dreams of their own individual futures. From the threads of that weaving will emerge the postwar world.

Much will depend on the pattern that is followed. If it is to be a lasting peace, the outworn garments of false nationalism, self-interest, hatreds and distrust must give place to the new yet old model presented by the master designer, the Prince of Peace, with the Sermon on the Mount the main motif.

Recently a commentator referred to the anticipated end of European war as bringing the "miracle of peace." But millions who have been fighting know it will be no miracle. It will have been won by the bravery and sacrifice of men and women of the Allied Nations, by the "blood, toil, tears and sweat" of the staunch people of Britain, by the unconquered spirit and underground efforts of the so called conquered ones. Those who have paid the most will never experience the fruits of victory in this world.

And after hostilities cease, men must continue to be willing to pay for peace in other ways, if the so-called "miracle" is not to turn into a mirage. They must build on higher bases, think on broader planes. They must discard the greed and selfishness that even in the midst of war is expressing itself in patronage of black markets, in cheting one's neighbor of his fair share through ration evasion, in seeking one's own advantage at another's expense. Such traits in individual lives lead to selfish national action and eventually, as has been seen, to world engulfing war.

In the words of Edgar Guest, when peace comes—

When all the tyrant troops retreat
And calm are land and sky and sea,
'Tis war itself men must defeat
If ever peace is longto be.

Thus, peace, a magic word, a desperate hope in wartime, must become a major word, a determined goal in peacetime.—

There are countless lotions on the market today, and, if we listen to radio commercials or read the ads in newspapers and magazines, we find that they are good for most anything—from accumulating vast fortunes to attaniing long lives in which to enjoy our accumulations. There is one lotion that apparently has been overlooked by various manufacturers and advertisers, which is that a liberal application of elbow grease will contribute more to success than any other.

RED CROSS

(Stanly News and Press)

The Red Cross has always had a good reputation with fighting men, and it was practically the only organization which came out of World War I with such a reputation. It has always had a good reputation with the folks at home, too, for whenever disaster has struck a community, the Red Cross was always on the job within a few hours. The records reveal many splendid examples of the efficiency of this organization.

Ernie Pyle, who is one of the most popular writers this war has produced, says that the Red Cross is "Something fine to behold."

Pyle has been on several theatres of war, and he has this to say about the Red Cross;

"Everywhere I went there was the American Red Cross giving its service to our fighting men. It is something fine to behold, this touch of home which the men and women Red Cross workers are able to bring to our troops abroad. When the Red Cross opens up in a new war theatre, its growth has to be as fast as the growth of the army. The way clubs spring up overnight in newly occupied centers, the way restaurants and dances and movies and clubmobiles and doughnut factories mushroom into life all over a new country, is something that still astonishes me. Right in the field with their regiments are the Red Cross field directors, who act as a link bewteen the soldiers and their home.

"In most of the hospitals, doing the recreational and welfare work for which the nurses can spare so little time, are the Red Cross hospital girls. With every medical unit are countless quantities of the indispensable blood plasma made from the blood donations of the American people.

"Our soldiers and sailors abroad literally worship the Red Cross, and I personally can find nothing but praise to say about its program as I saw it in operation."

Those words from a man who has long been regarded as the G.I.'s best friend merit the consideration of every man, woman and child in the county when they come to make a contribution to this very worthy cause.

———:———

Specialists in elocution can teach us how to talk, and it is right that we should get all the information along that line as possible. But what a fine thing it would be if we could somehow get through our skulls a little better idea of just when to talk.

A TRIBUTE TO YOUTH

(Baptist Standard)

At the beginning of this war, we were told that the United States was sending an army of "softies" to meet the seasoned, tough and rigidly disciplined soldiers of Germany and Japan. Even though we knew that our enemies were responsible for the characterization of all Americans as dilettantes and dudes, yet there was widespread fear that the charge was based upon facts. Frankly, we did not know whether our men could stand the grueling test of the modern battlefield. Now the world knows the quality of courage that characterizes young Americans, both men and women. And we are glad that Hitler and Mussolini and Tojo, who inspired the charge against our men, were the first to find out. Our soldiers have proven that they possess the same iron and granite in blood and character that have made names of brave Americans famous on the battlefields of the world. American soldiers have taken all our enemies could dish out, and have pushed on, in utter defiance of death, to score victory after victory. They have met with reverses on certain battlefields, but have displayed the highest quality of courage in victory or defeat.

What's more, the wives and sweethearts of our brave soldiers have exemplified a spirit of courage on the home front equally as fine as our men have displayed on the fighting fronts. We have watched young women, sometimes with infants in their arms, bid their husbands farewell, then dry their tear-dimmed eyes and address themselves to the arduous task of keeping the home fires burning. We have seen a few bite their lips after receiving the ill-fated message, then with grim determination they suppressed the sob in their souls and trudged on down the long, lonely road of duty. We wondered if the young women of this generation would meet the test in the same fine spirit of fortitude evidenced by our mothers during the Civil War. Their husbands will be glad to know, as we know now, that the young wives and mothers are measuring up to our fondest hopes.

When our men, who are making good on the battle fronts of the world, come back home, they will be greeted by wives and sweethearts who have made good on the home front. That spirit is worth dying for, and it is worth living for.

———:———

A polite lady in the movie theatre said to the man sitting behind her: "Shall I remove my hat." The perfectly frank man replied: "Please don't. It's funnier than anything I've seen on the screen."

THE CURFEW ORDER

(Selected)

The curfew order requiring all places of entertainment to close at midnight in order to save fuel and power may meet with some opposition from those who fail to consider the full meaning of the act, but we believe most American citizens will be glad to comply wholeheartedly with the order.

The transportation and fuel problems of the larger cities, especially on the eastern seaboard, have been critical at times this winter, and the need for the new order is easy to understand. It is in keeping with the policy of doing away with non-essential things first that only places of entertainment are affected by the order.

Not only power and fuel in the places affected will be conserved, but much gasoline and transportation space used in getting to these places will be saved. It will not cut-out entertainment for the people, because there is ample time before midnight for those seeking relaxation to enjoy several hours of entertainment.

Those of us in small towns will note little or no difference in our daily routine, but when the hours of heating and lighting all over the nation are added together, the saving should be a valuable contribution to the war.

SERVICE SUPREME

A careful man I ought to be
A little fellow follows me—
I do not dare to go astray
For fear he'll go the self-same way.

I cannot once escape his eyes,
Whate'er he sees me do he tries—
Like me he says he going to be
The little chap who follows me.

He thinks that I am am good and fine,
Believes in every word of mine—
The base in me he must not see,
That little chap who follows me.

I must remember as I go
Through Summer's sun and Winter's snow
I am building for the years to be
That little chap who follows me.

—Selected.

THEIR FIRST CHANCE TO SEE A COW

(The New Day)

The old story about seeing a cow for the first time is no joke to thousands of city boys.

More than 1,000 Chicago boys this summer will have left the city limits for the first time in their lives, will have taken their first train ride and will have seen their first cow when they attend the Chicago Boys Club camp at Winona Lake, Ind.

Altogether, 2,000 news-boys, delivery boys, pin boys—boys of working families—ranging in age from 6 to 15, will have been sent to camp this year by the Chicago Boys Clubs.

Some of them will have to work their way through camp because they were unable to save or get the $15 membership fee for the camp term.

"Skippy," boxer and marble champ of his neighborhood boys club, and "Petie," one of 12 little brothers, will be among the "service boys" but they won't mind because they'll be going to the country for the first time in their lives.

Seven-year-old Pedro, of Chicago's Mexican settlement, will pay only $25 cents for his week at camp.

An unseen benefactor paid the balance to permit him to go to camp and give mother a little rest, as well as give Pedro a chance of scenery.

The city lads will take part in all the normal health activities of a boys outdoor life. They will learn to swim go boating, play baseball, go on overnight camping trips, learn their first lessons in nature lore.

—:—

INSTITUTION NOTES

"Behind the Rising Sun," a Republic production, was shown at the regular weekly motion picture show in our auditorium, last Thursday night.

—:—

We are glad to report that at the present time there are but two patients in our infirmary. These boys are being treated for minor ailments, and will be returned to their cottages within the next few days.

With the coming of nice spring weather the activities of our outdoor forces have increased considerably. Those in charge of our fields and gardens report that every effort will be made to grow record crops this season.

J. W. McRorie, a former linotype operator in our printing class, who is now serving in the United States Navy, has written us another nice letter. "Mac" is now a first-class seaman, assigned to destroyer escort duty. His letter, dated March 2, 1945, reads as follows:

"Hello Mr. Godown: Just a few lines to let you know that I have not forgotten you. I am well and hope you are feeling fine. Received your letter yesterday when we came into port, and was certainly glad to hear from you.

"Have been traveling quite a bit since leaving the States, and want to tell you that I do miss the old School.

It seemed like home to me. I can now tell you of some of the places I've visited, since it has been more than thirty days ago. Will start with the Atlantic: We took a shakedown cruise from Orange, Texas to the Bermuda Islands, after which we went to many cities on the East Coast, such as Boston, Mass.; Norfolk, Va.; Portland, Maine and New York City. We made one trip to the European theatre of war. That trip was to Naples, Italy. On the way over I saw the Rock of Gibraltar, and at some distance the cities of Oran and Algiers. Just before pulling into the harbor of Naples, we saw the Isle of Capri and Mount Vesuvius. Had one shore leave at Naples and spent most of the time looking over the ruins of Pompeii. It was very interesting. Then back to New York, where I had a swell time.

"The next trip took us to the Panama Canal and to the Galapagos Islands. When we crossed the equator, we really got an initiation, it being our first crossing. Then to the Boro-Bora Island in the Society group. That would be a fine place for you to visit with your camera. It is really a lovely island. From Boro-Bora we took a 4,000-mile trip to Manus Island, in the Admiralty group. That's where I spent Christmas. We sure had a swell dinner. Leaving Manus, we went to Hollandia, New Guniea, staying there until New Year's Day, when we shoved off for Leyte, in the Philippine Islands.

"You asked if I received the pictures you took when I was at the school on leave. I must have missed them some way. I would like to have them, also some pictures of the school, such as the dairy, print shop, trades building, administration building, etc. I don't want to forget what the old place looks like.

"I am saving up all the money I can. Next pay day I'll have a little more than $300.00. It will come in handy some day when I get back into the printing business. Haven't picked up any souvenirs yet, but will get some soon. If I come across anything I think you would like, will send it to you.

"Please give me Bill Morgan's address. Haven't heard from him in a long time. Also send him my address when you get a chance.

"Tell every body at the school 'hello' for me, and tell them to keep right on buying War Bonds. Knowing you folks as I do, I'm sure you are doing your part, and more, but keep up the good work. I especially want you to remember me to Mr. Fisher, Mr. Kiser and Mr. Talbert. Right now I can remember each individual at the school when I was there, and will continue to remember them as long as I live. You and all the rest did a lot for me, and I shall never forget it.

"Must close for the time. Hope to hear from you real soon. Your former student, J. W. McRorie."

—:—

Rev. Erbert S. Summers, pastor of the First Baptist Church in Concord, was the guest preacher at the services on last Sunday afternoon. This was Mr. Summers' regular appointment. He has some warm friends among the boys at the School, especially those who belong to his church. All the boys were delighted to have him.

Mr. Summers chose for his theme "The All Around Boy." He pointed out that what he would tell the boys were some of the traits and characteris-

tics of the boy who qualifies as an all around good boy.

Mr. Summers used some verses of Scripture - the 6th through the 13th- from the 16th chapter of II Samuel. The lesson from the Bible reveals the story of Samuel s appointment of David to be the king of Israel. Mr. Summers emphasized six things in the life of David as a lad, which indicated that he had the potential qualities of becoming a great man and a king of his country. The points emphasized were as follows:

First, he explained that David was modest. He told the boys that most any boy could be vulgar, lazy, and that he could cheat and tell lies or be a braggart. Most any boy could be filthy and use curse words, but he explained to the boys that it takes a real boy with fine Christian principles of character to leave off all these things and be a modest, straightforward sort of boy.

The second quality of character emphasized was obedience to parents. It was explained that David was out tending to the sheep, which was a rather humble and insignificant kind of work to do, especially when his brothers were out on the battlefields as warriors getting all the glory. David stayed at home and did the little things well. The fact that he did the little things in life with such great skill and efficiency really equipped him for the big things that were to come in his life later.

The third point of emphasis was David's dependence upon himself and his simple equipment. It was suggested that he wear Saul's armor when he went out to do battle against a giant, but this David refused to do. He preferred to use the sling, with which he had shown much skill. Because of this he was successful in the thing that had to be done at that particular time. Later on, he did greater things, such as taking a city and leading vast armies, largely because the people of his day followed his leadership with confidence.

In the next place, there was emphasis on David's ability as a writer of psalms, particularly the 23rd psalm. This showed he had an appreciation of the arts of poetry and music.

In the fifth place, there was emphasis on the fact that David was intensley loyal to his friend Jonathan. He was loyal even though it was to his own hurt. This indicated that he possessed the attribute of being a loyal friend.

The last point of emphasis was the fact that David was big enough in his heart to spare the life of Saul, his bitter enemy, at a time when Saul was dead asleep. This showed that David respected the fact that Saul had been anointed by the Lord to serve as king of Israel.

In conclusion, Mr. Summers said that every boy could build these characteristics in his own life. It would mean he would have to be willing to leave off the evil ways of living and devote his life to the service of God and his fellow man.

The man who is good at making excuses is good for nothing else.—Benjamin Franklin.

COTTAGE HONOR ROLL

Week Ending March 11, 1945

RECEIVING COTTAGE

Phil Batson
Thomas Brantley
Coy Crabtree
Ralph Cranford
Samuel Dill
Harry Matthews
Charles Young

COTTAGE No. 1

(Cottage Closed)

COTTAGE No. 2

John Allen
Robert Buchanan
Charles Byrd
Walter Byrd
Ralph Gibson
Chester Lee
John McLean
Harold McKinney
Barney Mills
Billy Phillips
Hayes Powell
Marshall Prestwood
Jack Ray
James Snead
Roy Womack
Clyde Wright

COTTAGE No. 3

James Arrowood
Charles Allen
Charles Earp
Jack Hensley
James Hensley
Thomas Hyder
Cecil Kinion
A. J. McCraw
Jack Oliver
Robert Peavy
William Poteat
Paul Wolfe

COTTAGE No. 4

J. C. Alley
Robert Blackwelder
Leonard Bradley
John Fine
Eugene Hudgins
Robert Hogan
William Lewis
Roy Miller
William Meadows
Leroy Pate
Garnett Quessinberry
Thomas Ruff
John R. Smith
Eugene Watts
Leslie Winner

COTTAGE No. 5

James Gibson
McKeever Horne
Lewis Kerns
John Love
Raymond Pruitt
Samuel Price
Robert Wilkins
Robert Woodruff
William Walls

COTTAGE No. 6

Arthur Brooks
Thomas Childress
Richard Davidson
Keith Futch
Clyde Hoffman
Stanford McLean
Charles Sellers
James Swinson
Leroy Wilkins

COTTAGE No. 7

Robert Bradbury
Carlos Faircloth
John Hill
James Knight
Ned Metcalf
Joseph Mitchell
Ray Naylor
Claywood Sparrow

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Ray Edwards
Edward Guffey
Charles McClenney
Eugene Peterson
Floyd Puckett

COTTAGE No. 10

Forest Cowan

Earl Godley
Frank Hensley
Robert Holbert
Alonzo McGhee
Ray Taylor
Thomas Ware

COTTAGE No. 11

Charles Alexander
Odean Bland
Donald Bowden
Earl Brigman
George Cox
Jack Gentry
Edward Hambrick
Elmer Heath
Arlon McLean
James Phillips
Alvin Porter
James Ray
J. W. Smith
J. C. Taylor
William Walker

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

William Black
Thurman Daniels
Raymond Fillyaw
Rufus Massingill
William Whistnant

COTTAGE No. 14

Charles Blakemore
Everett Bowden
Howard Hall
William Lerschell
James Milloway
Troy Morris
Clifton Rhodes
William Rogers
Bruce Sawyer
Thomas Stallings

COTTAGE No. 15

Frank Bass
George Brown
Harold Bates
Harold Coffey
William Holder
Kenneth Hankins
David Kinley
James Knight
J. B. Ledford
William Myers
Hilton Reid
Robert Rivenbark
Clyde Shook

INDIAN COTTAGE

Peter Chavis
Frank Chavis
Clyde Lochlear

INFIRMARY

(No Honor Roll)

TO HATE A MAN

Is to put yourself beneath him.
Is usually to confess that you do not know him.
Is always easier than trying to understand him.
Is the beginning of suicide of the soul.
Requires less mentality than to adjust your differences.
Is to begin the wrecking of your own happiness.
Is to be as guilty as he is.

Selected.

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S. G. HAWFIELD, Editor — LEON GODOWN, Printing Instructor

GET IT DONE

It isn't the job we intended to do,
Or the labor we've just begun,
That puts us right on the balance-sheet—
It's the work we have really done.

Our credit is built upon things we do,
Our debit on things we shirk;
The man who totals the biggest plus
Is the man who completes his work.

Good intentions do not pay bills;
It's easy enough to plan;
To wish is the play of an office-boy
To do is the job of a man.

—Richard Lord.

BIRTHDAY GREETINGS

We are happy to announce that Mr. Paul Caldwell, a native of Concord, who has been living at Staten Island, N. Y., for more than thirty-five years, has just made a very appropriate and generous cash contribution to two of the Training School boys who have the same birthday that he has—March 19th. We take this opportunity to express our thanks to Mr. Caldwell and to commend the idea to other friends of the boys. For some time we have been announcing the birthdays of the boys at the School just because we thought that they wer interesting personal news items. The boys, of course, are

delighted to have their names appear in The Uplift from time to time.

It has been suggested that other people might like to follow the example of Mr. Caldwell by making small contributions to boys as birthday tokens. This would encourage the boys, since they would know that some one was remembering them on their birth anniversaries. If anyone is interested in the project, we shall be glad to furnish information, and also give the assurance that any money for the boys will be wisely handled.

In a personal message to one of the boys, our good friend, Mr. Caldwell gave the lad some fine advice, which we think is well worth passing on to our readers. He wrote: "Dear William: Accept my congratulations on this, your birthday as well as mine, and may we both reap the joy that may come to us today. You know, William, I would like to have you celebrate this day, and all others like it, in the same way that I do, that is, as a strictly private and personal 'Mother's Day'. I call it my best day of the year because of my thought of my mother the entire day. You will have plenty of chances to honor your mother as you go through life, but put hard emphasis on your thoughts of her on your birthday."

To the other lad, Mr. Caldwell wrote: "Dear Edwin: This being your birthday, it can very well become your 'Worth Day' on which you may be able to stop and consider what your real worth is, both to yourself and to those with whom you come in contact. First, of course, you can be the best boy you know how to be, then graduate with honors into young manhood, middle-age, older and steadier maturity, then the glorious harvest of a well-spent life. This is the simple outline, but taken in their stride correctly, you will be the winner. Learn to do team-work as you get a good start in your work in school. Turn the 'ego' into 'wego' and you will always honor the day you were born."

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NEED FOR A BALANCED TRAINING SCHOOL PROGRAM

At the annual Superintendents' Conference, held in New York recently, considerable emphasis was given to the topic of a well-balanced training program for state institutions dealing with delin-

quents. The report of this session of the conference seems to cover this topic so adequately, we are presenting below a section from the minutes, dealing with the subject.

The problem of how much emphasis should be given to academic and how much to vocational training, came up for discussion. The training schools find that a year to a year and a half is insufficient for any real trade training. Training schools which keep boys until they have completed their trade, and which have qualified instructors, report success in trade training. For the others, emphasis is given to orientation courses, with the hope that students will return to trade high school for a continuance of their training. It was generally agreed that trade training can hardly be begun before the age of 15 and that emphasis upon overcoming educational handicaps particularly in the field of reading and arithmetic, form an important part of the training school program. There was a general recognition of the need for trained remedial teachers in these subjects because of the great number of children that come to the training school with marked retardation in the three R's. The need for individdualized instruction was pointed out in this connection.

The conflict between production and trade training received considerable attention. This is particularly true where the vocational instructor is also responsible for maintenance within the institution. There seemed to be a general acceptance of the need for instructors in vocations who were not required at the same time to perform all the maintenance functions around the school. The value of maintenance work in connection with trade training for boys who had received prior instructions was conceded. It was also pointed out that some projects, building, painting, and printing, could be used for definite trade training. This was only true if high standards of performance were insisted upon.

Fear was expressed by some of the superintendents that the present emphasis upon productive farming with little attention to agricultural instruction, resulted in an approximation to slave labor. The question was raised as to whether there was any real vocational training for city children in working on institution farms, particularly where the boys had no interest in continuing in this type of work. Undoubtedly there is some value from the point of view of cultural and life experience, but whether this value is sufficient to warrant continued assignment to an institution farm is a question. Opinions varied all the way from believing that with properly organized agricultural instruction the institution farm has good training values to the opinion that institution farms should be run on productive basis by paid workers.

Some superintendents wondered about the extent to which we are over-emphasizing extra-curricular activities in the training school. School bands, athletics, etc., were mentioned in this connection. There was also some question regarding the constant emphasis upon organized, group, leisure time activities. A warning was voiced on the extent to which such constant group activities tend to weaken the ability of the boy to use his leisure time when he is alone or does not have access to organized group activities. It seemed to be the general consensus of opinion that extra-curricular activities should be of the type that provided and encouraged participation by individuals, but that the activities should not be too demanding in time.

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UNUSUAL NUMBER OF NEW BOYS

During the month of March we have had a unique experience here at the Jackson Training School. We have admitted forty boys, which is probably the largest number in the history of the School. Twenty-two boys came in the first two days of the month, and eighteen came at the middle of the month.

We have been somewhat puzzled as to why this has occurred. We think however, that there are two basic reasons for it. In the first place, the evidence is unmistakable that there is a rising tide of juvenile delinquency in the state. The parents of a good many boys have become more negligent and careless in their obligations. They have probably permitted their own personal pleasures and selfish preferences to interfere with their parental duties. Of course, in some instances parents have been unable physically and financially to meet their obligations as they would like, and as a result many fine boys, without supervision, are falling into careless ways of life. Too many are violating school attendance laws and drifting into truancy, which always leads to more serious difficulties. Evidently, the superintendents of welfare and juvenile judges are finding their patience greatly tried, even at the point of exhaustion, and have decided to do something about the critical situation. In too many situations the boys have defied the officers and have boldly asserted that nobody was going to do anything about it, even if they would infringe upon probations.

There are some evidences of the fact that in a good many commu-

nities there are juvenile delinquents who have been "riding high, wide and handsome over the law enforcement agencies." Some of the records show that these youthful offenders in recent months have gotten off with "small fines or prayer for judgment continued or some similar judgment which enabled them to go free and renew their lawless high jinks." Thus, it may be that the wave of juvenile delinquency has been allowed too much leeway, and now some communities are finding it necessary to use some rather firm measures in dealing with this problem.

In the second place, we would like to think that the superintendents of welfare have an increasing appreciation of the work of the Training School. Despite the handicaps of the times in which we live, we have been making an heroic effort to improve the quality of the Training School program. Our purpose is to raise it to the point where it will fulfill the highest hopes and ambitions of officers who find the need for such help as we give here. Time after time we see the boys coming to the School when they are poorly nourished, when they manifest every indication of neglect and poor supervision. Then, within a brief period of time, we see them greatly improved in their attitudes and their physical health and in their personal appearances. Repeatedly, we have had boys come to us whose education had been terribly neglected so that even though they are twelve years old or more yet they are scarcely able to read at all. They just have not gone to school, and here at the Jackson Training School we place great emphasis on the work of the academic school department.

We are unable, of course, to predict what will happen in the weeks ahead. If the number of new boys committed to the School continues at the present rate, it will not be long until we shall face an unusual problem here with reference to our staff and accomodations.

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THERE ARE MANY NEEDS

Community leaders in a North Carolina county of over 40,000 population, with a city of 15,000 and several smaller towns, recently sat down to take stock. Representatives of more than thirty agencies and organizations met to tell of their activities, to point out the chief problems, and to list the needs existing in the county. Here are some of the needs reported:

A new county home.
A children's home.
A central community building.
Several neighborhood community centers, both urban and rural.
A family and child welfare agency.
An isolation center for T.B. patients.
More policemen.
More case workers is the County Department of Public Welfare.
A richer education program (funds for more and better paid teachers.)
Consolidated rural schools for Negroes.
More recreational services, especially for youth.
A scientific rat-control program.
Creation of a park and picnic grounds out of a run-down section near the river.
A committee on Veterans' Services.
A separate juvenile court.

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of March 25, 1945

March 25—Jack Gleason, Cottage No. 10, 15th birthday.
March 26—J. C. Alley, Cottage No. 4, 14th birthday.
March 27—George Marr, Cottage No. 6, 11th birthday.
March 28—Marshall Prestwood, Cottage No. 2, 14th birthday.
March 28—Frank Chavis, Indian Cottage, 17th birthday.
March 30—Garmon Hubbard, Cottage No. 13, 15th birthday.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Interesting Notes

By William Poteat, 8th Grade

We are sorry to report that Mr. J. N. Bass, our seventh grade teacher, has been absent during the past few days because of the illness of his mother, at her home in Wingate. We wish to express our most heartfelt sympathy to Mr. Bass, and wish Mrs. Bass a speedy recovery. The seventh grade boys were distributed around to the various rooms until the return of their teacher.

The show last week was an R-K-O picture. The title was "Behind the Rising Sun." It was based on the book, "Behind the Rising Sun," by one Mr. Young.

Mr. and Mrs. T. R. Adams, officer and matron in charge of the Receiving Cottage, left last Saturday for a few days' visit with some of their family. We hope they have a very pleasant visit.

Our Science Study

By William Poteat, 8th Grade

We have been studying about the living things about us. This is a very interesting subject and one that the boys are familiar with.

We have found the difference between fungi and algae, the difference being that algae contains chorophyll, whereas, fungi does not. An example of fungi is the mushroom and an example of algae is grass.

We have also been studying about plants and have found that they are classified in the three different groups. They are annuals, biennials and perennials. Under perennials would come fox-tails and ragweed. Under biennials would come Johnson grass and the well-known dandelion. Under annuals would come wild carrots and bull thistles.

In our study of the animal life about us, we found that animal life is grouped in a number of distinct classes. Some of these are: (1) Rodents, and an example is the warf rat; (2) the cat family, and an example is the tiger; (3) the deer family, and an example is the moose; (4) the wolf family, to which the dog is the best known. We were surprised also to find that the snake is a distinct form of animal life.

In our study of insects we found that there are four main insects that are pests and do not help man. They are: butterflies, ants, termites and flies. We also found that the dragonfly is entirely beneficial to man.

In our last topic, birds, we found that birds use "concealment by abandonment" and "concealment by coloration" methods to protect their young. We also found what birds migrate and what birds stay all winter.

We enjoy studying science very much and soon we will begin studying about the universe and what causes the "equinox" and other wonders of the universe.

Friday Morning Chapel Program

By William Poteat, 8th Grade

This week, the boys assembled in the auditorium to practice some Easter

hymns and other songs. The Easter hymn we practiced was entitled, "He Arose." Mrs. Kiser, third grade teacher, sang the solo part.

We also sang "The Beautiful Garden of Prayer," "The Church by the Side of the Road" and "Others."

The program next week will be a program about St. Patrick's Day and Ireland. Miss Baird and the fourth grade boys will be in charge. We are looking forward to it.

Boys Released

By John Allen, 8th Grade

In the past two weeks there have been a few boys released from the Training School, to go to their homes in different parts of the state. These boys have improved since coming here and have shown that they are worthy enough to be released. Some of the boys who have left are: Robert Buchanan, Asheville; Roy Lee Womack, Albemarle; Vernon Foster, Candler; Jack Willis, Newport News, Va.; Floyd Puckett, Greensboro.

We hope that these boys will try to do better and keep the right attitude toward a clean and upright life. We know that they can do it, and we are pulling for them.

Many reports have been received from (and about) other boys who have gone home. From these we have learned that many of those recently released from here have made something of themselves. We hope that the boys who have been mentioned above will also do something good in life.

New Songs

By William Poteat, 8th Grade

It is always a pleasure to learn new songs, and the eighth grade boys have been learning some new ones. Two of the songs, "In Joseph's Lovely Garden" and "Christ Arose," are connected with Easter. Two others, "Springtime" and "Whispering Hope," are songs pertaining to spring. The other one, entitled "When I Am Gone," is a song telling people not to weep, think about me, etc., when I am gone because I claim to be happily saved and basking in the Saviour's love in heaven.

We all enjoyed learning these new songs and like to sing them just as much. Besides learning these songs, we have been stressing singing and music more than ever in the eighth grade. We have been singing some of the other songs that we are all familiar with, such as "The Church by the Side of the Road" and others, and we enjoy singing these just as much as the others.

New Boys

By William Poteat, 8th Grade

A large group of new boys has comin the Receiving Cottage, and they were recently placed in various cottages. They have also been placed in one of the eight grades in our day school. These boys were placed in the following grades on recommendation of Mr. Adams, and not on the results of these tests have not been given yet. The names of the boys and their so without any thought of cheating, The names of the boys and their grades follow:

Harvey Arnett, 4th; Louis Ashe, 7th; Robert Bailey, 6th; Russell Beaver, 4th; William Britt, 1st; William Correll, 8th; Kenneth Dilliard, 3rd; Robert Hamm, 6th; Leo Isenhour, 4th; Defoye

Inman, 3rd; Herbert Keaton, 6th; Eugene King, 4th; Lee Lockerby, 7th; Coy McElvin, 2nd; Carl Ransom, 6th; James Smith, 1st; Robert Summerset, 7th; James Waters, 1st.

We wish all of these boys luck and success in this new phase, we might say, of their lives, and we are sure they will advance in school.

Sports for Every Boy

By John Allen, 8th Grade

In our physical exercise we have various games that the boys in all our cottages enjoy very much. We have basketball, volleyball, baseball, football and many other kinds of athletics.

At the present time we are having volleyball games in which all of the cottages (with the exception of Nos. 6 and 7—which are for our smaller boys) have a chance to play. The cottage teams that do play are divided into two leagues, and each Saturday afternoon, one may see two games going on at the same time. The results of the games played on Saturday, March 17th, were as follows:

League Number One — Receiving Cottage 33 Fifth Cottage 36; Fourth Cottage 45 Second Cottage 23; Indian Cottage 43 Third Cottage 36.

League Number Two—Fifteenth Cottage 49 Fourteenth Cottage 46; Tenth Cottage 36 Eleventh Cottage 3; Ninth Cottage 51 Thirteenth Cottage 6.

At the closing of the volleyball season there will be a championship game between the winners in each league.

On Monday, Tuesday and Wednesday nights, we have two basketball games between teams from the different cottages. Like the volleyball tournament, there will be a championship basketball game at the close of the season.

The cottage teams that win these championship games will probably do so without any thought of cheating unfair play or bad feelings when a game is lost. A good, four-line poem which I think would show this is:

"The good athlete will sometimes win,
And sometimes will be losing;
But he will win without a boast,
And lose without excusing."

A Surprise

By Leonard Bradley, 8th Grade

Last Friday morning, during the chapel program, there was a very pleasant surprise act put on by seven boys in the first grade. They were blacked and dressed like Negroes. At first they came out singing a song entitled "Jolly Pickaninnies." As they sang this song they danced, laughed and pushed each other around.

The boys who took part in this in the morning were: Franklin Robinson, Robert Canady, Fred Ganey, Charles Byrd, Paul Church, James Hill and Reuben Vester. The boys in the afternoon were: Robert Canady, William Doss, Willis Caddell, Eugene Peterson, Billy Hawkins, Paul Church and Franklin Robinson.

We thank Mrs. Hawfield and the boys of the first grade for putting this act on for us.

An Interesting Study

By Thomas Stallings, 8th Grade

Recently, in our eighth grade class, we had an interesting unit in science, and it was entitled "Water and Life."

Following are some of the problems we had:

(1) How do clouds bring rain? (2) How do we use water? (3) Why do human beings require water? (4) How is water used in our homes? (5) What foods contain water? (6) How do desert animals and plants secure water? (7) When does water destroy human beings?

In these units we studied about the hydrologic cycle or the water cycle. Under this main topic (hydrologic cycle) there were three sub-topics. They were: (1) The Special Properties of Water; (2) The Things It Does; (3) What It Is Used For.

I will discuss briefly these three sub-topics individually.

First, in the study of the special properties of water, we find that it is composed of two chemical elements—hydrogen (two parts) and oxygen (one part), from which scientists derived the scientific termination H-2-0. Second, in the study of "How We Use Water," we found that water exists in three known forms of matter, solid, liquid and gaseous forms. Solids can be handled and are stationary. Wood and stone are common examples of solids. Liquids, when left to themselves, have no definite shape. Water is the most common example of this type. Gases do not keep fixed forms as solids do. Most of them are invisible. A common example of this is steam. We use water in solid form mostly as ice to preserve food and as wood for fuel. Water in the form of liquid is used in cooking, drinking and sanitation. Water in gaseous form is used as steam to furnish heat and locomotion.

Other things we have studied pertaining to water are as follows: evaporation, transportation, condensation, precipitation, flow-back, transpiration, infiltration, run-off, latent heat of fusion, latent heat of vaporization, boiling point, surface tension, impurities of water, adhesion and cohesion.

Honorable Mention in English Study

By John Allen, 8th Grade

Recently, in our English study, we have been studying about different kinds and uses of verbs. We studied for about two or three weeks before taking the test. This test covered everything that we had been reading about, studying and discussing.

The grades that many of the boys made were rather good. Quite a few of them made above average on the test. The following shows how the eighth grade boys ranked: Morning Section—4 boys ranked 10th grade; 3 boys ranked 9-A, 2 boys ranked 9-B; 3 boys ranked 8-A; 4 boys ranked 8-B; 3 boys ranked 7-A; 1 boy ranked 7-B. Afternoon Section—3 boys ranked 9-A; 4 boys ranked 9-B; 7 boys ranked 8-A; 1 boy ranked 7-B; 1 boy ranked 6-A; 1 boy ranked 6-B.

Mr. Hines, our principal and eighth grade teacher, wishes to name some of the boys who deserve honorable mention on the tests. There are sixteen boys who are recommended for honorable mention. These boys scored as follows on the test: Tenth Grade—Raymond Cloninger, Harlan Warren, William Poteat, John Allen. Nine-A—Leonard Bradley, Ray Edwards, Eugene Hudgins, Charles Allen, Robert Flinchum and Marshall Sessoms. Nine-B—Bruce Sawyer, William Whistnant, Gerald Johnson, Edward Renfro, Kenneth Staley and Charles Blakemore.

These eighth grade boys have been studying very hard along with twenty-

one others in the same grade. The sixteen mentioned made above the eighth grade work, and they deserved the honorable mention.

Boys Received Into Southside Baptist Church

By William Poteat, 8th Grade

Last Sunday night, four boys from the Training School, along with twenty-one other men, women and children, were received into membership in the Southside Baptist Church, near Concord. Rev. Mr. Davis, the pastor of the church, was present but did not baptize. Due to a recent illness, his doctor forbade him to enter the water. Rev. Bob Gardner substituted for him. The boys who were received into the church were: Jack Gentry, Marshall Sessoms, Thomas Staley and Alvin Porter.

We wish to take this opportunity to wish these boys success in their new undertaking.

Boys Sing at Southside Baptist Church

By William Poteat, 8th Grade

Last Sunday night, a group of fifteen boys were invited to sing at the Southside Baptist Church. These boys, under the direction of Mr. Hines, participated in the service by singing two numbers, "The Church by the Side of the Road" and "Shall We Gather at the River." The boys who went were: William Poteat, Kenneth Staley, Thomas Staley, Jack Benfield, Harlan Warren, John Allen, Alvin Porter, Marshall Sessoms, Gerald Johnson, Robert Flinchum, Bruce Sawyer, Jack Gentry, Jack Bailey, Charles McClenney and Edward Renfro.

The boys enjoyed this occasion to the fullest extent, and wish to take this opportunity to express their appreciation to Mr. Hawfield, Mr. Hines, Rev. Mr. Davis and all others who helped to make this good time possible.

Special Music

By Thomas Stallings, 8th Grade

Rev. James W. Fowler was the minister at last Sunday's service. He is the pastor of one of the Methodist churches in Concord. Rev. Mr. Fowler sang a solo, "When They Ring Those Golden Bells for You and Me." Then a quartet from Cottage No. 10 sang "Where the Soul of Man Never Dies," with Charles Rhodes playing the guitar accompaniment. Mr. Hawfield then called upon a group of eighth grade boys to sing "Shall We Gather at the River." Following these special musical numbers, he turned the service over to Rev. Mr. Fowler. This service was enjoyed by all.

B. T. U. Meeting

By John Allen, 8th Grade

Last Sunday afternoon, the three group leaders, Mr. Isenhour, Mr Iley and Mr. Snyder, were late for the B.-T. U. meeting, and Mr. Hines got all of the groups together for a joint meeting. The roll was called, and the attendance was very good.

To start the program, the entire group sang "Leaning on the Everlasting Arms" and "The Beautiful Garden of Prayer." After this, the boys of the Intermediate Group sang "An Evening Prayer" and the Junior Group II sang "The Church by the Side of the Road." Then the combined groups sang "There Is Power in the Blood."

When the singing part of the pro-

gram was over there was a Bible reading (Psalms 139) by John Allen, which was followed by sentence prayers by Ned Metcalf, Charles Alexander, Gerald Johnson, Ervin Ewing, Hilton Reid, Theodore Young and Robert Mason. Following the prayers, another song, "Help Somebody Today," was sung.

The Junior Group I program which followed, was in three parts, as follows: (1) "Belief and Church Membership," by Robert Helms; (2) "Church Membership and Service," by Carlton Pate; (3) Baptism, a Symbol," by Troy Morris. Following this part of the program, Mr. Isenhour made a talk on the subject, "Baptism and the Baptist Church." The program continued, with the following parts: (4) "What Church Shall I Join?" by Theodore Young and (5) "When Shall I Join the Church?" by Earl Green.

As the time was too short, the Intermediate Group was unable to have its program as planned, but had to get it through in as little time as possible. The groups were then dismissed.

TEN GREATEST SCIENTIFIC ADVANCES

According to Watson Davis, Director of Science Service, Washington, D. C., the 10 most important advances in science in the year recently closed are as follows:

1. Application of jet-propulsion to aircraft.
2. Use of robot bombs and self-propelled large rockets in warfare.
3. Successful widespread use of the chemical DDT as an insecticide against the carriers of malaria and typhus.
4. Use of the mould chemical, penicillin, in the successful treatment of a wide variety of diseases.
5. Chemical impregnation of wood that converts soft woods into hard.
6. The use of the silicone family of synthetic resins in waterproofing and insulating various materials.
7. The splitting of human blood several ways to give albumin for shock, gamma globulin for measles prevention, fibrin foam and plastic for use in surgery, fibrinogen for use with thrombin for cementing skin grafts, globulin for blood typing and red cells for wound healing.
8. Rebuilding of a mathematical robot, and automatic sequence control circulator, to speed intricate calculations needed for the war and scientific research.
9. Use of ultraviolet light and triethylene glycol in air to reduce the spread of air-borne diseases.
10. The entry into the war of the world's largest bomber, the B-29 Superfortress.

THE EDUCATED MAN

(The Speakers Library Magazine)

Education is the development of all the powers of our bodies and all the faculties of our minds. Man has a three-fold nature: physical, mental and moral, and it is the business of education to develop all his powers and teach him to perform his duties as a social, physical, mental and moral being.

When we speak of an educated man today it has a much different meaning than it had a century or more ago. Nearly all well-educated men then pursued the same course in college. They took a classical course and this consisted largely in the study of foreign languages, particularly Latin and Greek. A man who was not familiar with those languages was not considered in the educated class. They thought that the proper mental drill could not be secured in any other way.

This is rapidly becoming a practical world and men find that they can secure mental drill while learning useful things, and as a result a far different line of study is carried on in most of our higher institutions of learning.

The end of education is to make a whole man, full-rounded, in mind and in body. The whole man is the man of physical perfectness, moral and intellectual completeness. A sound body is the first need, because the higher we build the stronger must be the base. A ship must have a sound hull, right ballast, true compass and a straight rudder if it is to carry a cargo safe from port to port.

The moral education of infancy and childhood is a matter largely of parental responsibility, and its importance cannot be over-estimated. The parent is the god of the child. From father and mother, by imitation, he gets his first standards of conduct. No matter how well educated a man may become, if he has not had the proper moral training in early life he will always feel a weakness which he can never wholly overcome.

Having passed through the preparatory period and all grades of school and college, we find him called a "scholarly man" and we ask, what position should he occupy in society? What can he do for mankind? If he can only make a living for himself and do nothing for anyone else he is little or no more use to the community than the man who handles the shovel.

Having had the advantages of mental, moral and physical training a man should be an example to the community in which he lives. He should know the common things in life as well as that realm where only scholars dwell, so that those coming to him for advice would not come in vain.

He should be familiar with politics of the nation and assist his fellow men to support the right policies and oppose the wrong. He should never be a narrow party man and allow any political organization to shape his opinions. That is bad enough for the man with the shovel. It is unbearable in the college-bred man. He should study closely the living national issues and support the organization that agrees with his opinion, no matter what the name of that party may be.

The day has gone by for honorable men to abide by the acts of any set of politicians because they control a political party that once did noble things. Every educated man should be an independent in politics.

This is an age of demagogues who cater to every passing whim. Some of these men openly preach that successful businessmen are a menace to to the country. They preach war on those who accumulate by the most legitimate king of business, and claim that all property should be evenly divided every few years. The educated man should come out squarely against all such short-sighed policies and endeavor to guide those who have not had his advantages in the intellectual world.

There is a strong sentiment against college-bred men by those who know nothing about their work. This is largely the friut of the graduates themselves who treat with contempt and often sneer at the opinion of those who have not had their opportunities for mental culture. This should never be. Often the illiterate man knows far more about his particular line of work than those who think they tower above him, and his opinions should be respected.

A man with an "all-round" education usually has a hard time to make a living. This is the age of specialists and unless a man is highly trained for one thing, he will not fit in anywhere. The day when a blacksmith could also be a dentist and fill the teeth of his patrons with iron fillings has gone by and will never return.

Let the educated man play an honorable and unassuming part in life. If he is always ready to extend a helping hand to those who have not had his advantages and uses his influence for the good of those around him he will surely have the respect of his neighbors and feel satisfaction in living that he never could have if his mind had not been well trained.

BOY'S ESSAY ON A GOOSE

"The goose is a low heavy set bird, composed mostly of meat and feathers. His head sets on one end and he sets on the other. He cannot sing much on account of the dampness in the moisture in which he lives. There ain't no space between his toes and he carries a baloon in his stomach to keep from sinking. A goose has two legs on his running gear but they came pretty near missing his body. Some geese when they get big are called ganders. Ganders don't have to set or hatch, but jest loaf, eat, and go swimming. If I was a goose, I'd rather be a gander."

—Selected.

THE OUTLOOK FOR AMERICA

By Elmer Morgan in Journal of the National Education Association

For the ninth consecutive year we devote this March editorial to a consideration of the American future. In March 1942 we emphasized the proposed Economic Bill of Rights as a foundation for the internal prosperity and security of America. We wish in this issue to consider America's part in world organization. In an editorial for December 1942 we outlined the kind of world organization we would like to see. It was patterned somewhat on the structure of our American constitutional system. We now have before us the Dumbarton Oaks proposals for a United Nations Organization as outlined in this Journal. These proposals have been hailed by some with great enthusiasm as a solution to our world problems. By others they have been attacked as inadequate and unsatisfactory. So was the Constitution of the United States. Thus upon the flaming forge of conflict must political advance be wrought. Our political institutions can advance no faster than our reluctant human minds make possible. And under the principle of democratic decision there are a lot of minds to be enlightened and many conflicting interests to be reconciled.

We would all do well to go back and read again the birth struggle of our own Republic. It was not easy to get support for the Articles of Confederation, inadequate as they were. The Constitution was forged with great difficulty in the convention which framed it and was adopted by the narrowest margin. It could not have been adopted at all, except that under the Articles of Confederation the people's minds had found time to grow into an appreciation of the need for a stronger union. Even at its adoption the Constitution was weak and acquired strength only as it was amended, interpreted, and supported with increasing faith by a people who came to have more and more confidence in themselves.

So it must be with world organization. It must start where it can and gradually grow as the people of the world grow in intelligence, goodwill, and co-operative spirit. We may all love perfection, but we are not agreed as to what constitutes perfection and only by compromise can we accommodate our decisions to conflicting points of view and make a start at all. We would do better to make a small beginning now while the war is on than to lapse back into a hopeless chaos.

The Dumbarton Oaks proposals for a United Nations Organization are before us. They are the only proposals that have been advanced or are likely to be advanced at this time with any prospect of serious consideration by the governments of the world as a whole. There is no feasible way of going around the existing governments or ignoring their constitutions, as we went around the Articles of Confederation, when the Constitution was drafted and submitted to the various states for ratification. More than half the people of the world are illiterate and most of the other half have had but little training in political democracy. We do well not to quibble too much over details; to get the best organization we can; to make

the most of it; and to have faith in the possibility that after a period of peace and education we can evolve through experience into something better.

The great need of the whole world is for a spiritual awakening. There can be no material security without spiritual security. Whatever our personal creeds or lack of creeds may be, we must have faith in men and must see that the only foundation upon which a peaceful world can ever exist is in the idea which have come to be known as the golden rule and the brotherhood of man. They are the basis of our whole western civilization. They are spread by example and by teaching in the home, school, church and community. If we would spend one percent as much to spread these ideals among manking as we spend on war, the world would make amazing progress toward that intellectual and moral unity which alone can give meaning and power to constitutions, councils, assemblies and courts.

Let us have faith and teach our young people to have faith in the future. Let us not exaggerate our fears and difficulties. We have no problems which cannot be solved by intelligence and goodwill. We have more to work with than any generation of mankind has ever had. We can if we will have a decent and peaceful world.—

IT'S YOU

You say the world looks gloomy,
The skies are grim and gray;
The night has lost its quiet—
You fear the coming day.
The world is what you make it,
The sky is gray or blue
Just as your soul may paint it;
It ain't the world—it's you.

Clear up the clouded vision,
Clean out the foggy mind;
The clouds are always passing,
And each is silver lined.
The world is what we make it—
Then make bright and true,
And when you say its gloomy,
It ain't the world . . . . it's you.

—Selected.

N. C. DEATH RATE AT RECORD LOW

(Mooresville Enterprise)

Vital statistics figures released today by the state board of health show that North Carolin's general death rate during 1944, the third calendar year of American participation in the war as an active belligerent, was the lowest in state's history, been only 7.9 as compared with 8.1 the previous year. The 1943 rate was an all time low up to that time, but this was scaled down by two tenths of a point in 1944, which now holds the record.

North Carolina set two other health records during 1944, when its infant mortality rate dropped to 44.7 for an all time low, and its material death rate fell to 2.9, also the lowest ever recorded in this state.

As to last year's birth rate, that was 24.7, the highest since 1929, with but one exception. The 1943 rate was 25.7, when 95,251 babies were born in this state and an all time numerical high was recorded, although the rate has been higher in former years when the population was much smaller than it is now.

Thousands of the babies born in North Carolina last year were children of service men, whose wives received free prenatal, obstretical and post partum service, including hospitilization where this was necessary, the funds having been made available by the federal government and dispensed by the state board of health's maternal and child health services, administration by Dr. George M. Cooper.

The total number of deaths reported in North Carolina last year, as shown by official vital statistics report, was 29,560, as compared with 30,072 in 1943, while births numbered 92,412, against 95,251 the previous year.

There was a continued decline in the number of pulmonary tuberculosis deaths in this state last year, the total having been only 1,271, against 1,332 in 1943, and the rate having fallen from 36 to 33.9. From other forms of tuberculosis, there were 97 deaths last year, with a rate of 2.6 as compared with 113 deaths in 1943 with a rate of 3.1

Cancer deaths in North Carolina in 1944 totaled 2,298, as compared with 2,317 in 1943, the rate dropping from 62.6 to 61.4

During the year, the pneumonias resulted in 1,555 deaths with a rate of 41.5, as compared with 1,692 deaths in 1943 when the rate was 45.7

For the second year in succession, there was one death from smallpox in 1944. Suicides totaled 219, compared with 253 in 1943, while the number of homicides reported increased from 258 to 290. There were only 37 deaths from diphtheria in 1944, compared with 56 in 1943.

A continued decline was reported in typhoid fever deaths, which numbered just 12 in 1944, as compared with 19 the previous year and 839 in 1914. Influenza deaths totaled 543, against 440 in 1943.

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The fellow who boasts that he says what he thinks, seldom thinks.

THE FAMILY PRIORITY

(N. C. Christian Advocate)

Dr. Edward D. Staples, formerly connected with our youth department in Nashville, now is giving a large part of his time to the development of religion in the home. We would like for you to get a glimpse of how he is viewing his job and give you a chance to write him for some assistance he mentions. See what you think of his ideas in Christian Family Life: A Priority

With one of every six marriages resulting in divorce and a rapidly rising number of broken homes, it is time for Americans to make Christian family a priority. Preparation for happy marriage must begin in childhood with the formation of wholesome attitudes toward the home and toward parents. It should continue through the youth age with courses in summer institutes and assemblies, study groups in local churchs, and frequent consultation with adult counselors. Pastors have a responsibility for advising young couples contemplating marriage, helping them to see the importance of making their homes Christian.

During these days of uncertainty, with loved ones away in the service of the nation in various parts of the world, the church has a responsibility for helping those who remain at home to keep the home ties intact. Church and family should keep as close a contact as possible with absent loved ones through correspondence, sending the church paper, packages, etc, family devotions for those who are away. It will create a bond of fellowship if the same scripture or other devotional material can be used at the same time by those at home and away. The more mutual contacts that can be maintained, the greater the interest in home and church after the loved ones return.

Plan now to assist returning service men to become adjusted to community and home life. Married couple groups should welcome newcomers in the community, helping them become acquainted with each other within the fellowship of the church.

Family night and other activities for the whole family will create a fellowship within the church which should carry over into a better home relationships. National Family Week, May 6-13, 1945, offers a unique opportunity for interdenominational cooperation in a community. It is promoted by both Protestants and Jews throughout the nation.

If interested in suggestions for a church program of Christian family religion, write "Parent Education and Family Religion," 810 Broadway, Nashville 2, Tenn.

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Yesterday is already a dream, and tomorrow is only a vision; but today, well lived, makes every yesterday a dream of happiness, and every tomorrow a vision of hope.—From The Sanskrit.

FRANK A. EDMUNDSON

(Beasley's Farm & Home Weekly)

Mr. Frank Edmondson, who was for eight years superintendent of the schools of Mecklenburg country, died in a Charlotte hospital Sunday. Last year he retired from active work after serving nine years as superintendent in Beaufort, and came to live with his daughter, Mrs. Charles A. Williams, of this city. The interment was in Sharon Memorial Park. He was 62 years of age.

Born in Burke county on May 18, 1881, Mr. Edmondson was a son of the late Mr. and Mrs. J. W. Edmondson. He received his education at Patton academy; Rutherford college; and University of North Carolina, from which he was graduated in the class of 1906.

His life's work was in the field of education, a sphere in which his efforts were crowned with much solid achievement. He was superintendent of the Avery county schools 12 years. During the next four years, from 1923 to 1927, he was with the State Department of Education. For eight years, from 1927 to 1935, he was superintendent of the Mecklenburg county schools. From 1935 to 1944 he was superintendent of the Beaufort county schools, with Washington, N. C. the county seat, as offical base.

In Washington N. C., Mr. Edmondson was a member and a steward of First Methodist church, and a member of the Rotary club. He was widely recognized as educator, churchman and citizen.

Surviving Mr. Edmondson are his wife, who was Miss Lillian Ayres of Dillon country, South Carolina, before their marriage; two daughters, Mrs. Charles A. Williams, Jr., of Charlotte, and Mrs. P. L. Huband of Boston, Mass., and two sons, Frank A. Edmondson, Jr., of Elizabethton, Tenn., and Lieut. Richard T. Edmondson of the Marine corps, now serving in the South Pacific.

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Here are a few things you can learn from your dog:
To keep clean.
To love children.
To keep your place.
To size up an enemy.
To drink plenty of water.
To be a dependable friend.
To express pleasure when favored.
To guard faithfully the interests of those who care for and protect you.
To be faithful unto death.—Sunshine Magazine.

MANY KILLED IN ACCIDENTS

(Mooresville Enterprise)

A total of 686 persons was killed in traffic accidents in North Carolina last year, as compared with 669 in 1943, T. Bodie Ward, State Motor Vehicles Commissioner, has announced.

"This situation," he said, "is appalling in that it is a tragic economic loss of life and property—a challenge to every motorist and pedestrian to be more careful and alert at all times. This loss of life and property when transformed into dollars aggregates the staggering sum of $30,870,000."

There were 6,194 accidents reported in 1944, of which 597 were fatal. A total of 3,448 persons was injured. Pedestrians accounted for 32 per cent of the total fatalities.

The reported accidents showed that 247 drivers involved in fatal accidents exceeded the State speed law; 51 drove on the wrong side of the road; 21 disregarded warning signs or signals; and seventeen did not have the right of way.

Commenting on the report, Ward said:

"Motor vehicle accidents, in the main, are due to the perpetuation of faulty habits of driving—inefficiency, carelessness,, and recklessness. Efficient, careful and alert drivers do not have accidents. Careful and alert pedestrians are likewise involved in accidents. Through the constant observance of the law, caution and care, motor vehicles accidents are preventable. It does seem that drivers would largely learn from the mistakes of the dead and maimed. Motorists should ever keep in mind that motor vehicles have long proved to be the most deadly of deadly weapons that are constantly in use by the public.

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TRIED AND TRUE

Religion you say is old-fashioned?
How true; so is food; so is drink;
So are mothers, and fathers, and neighbors,
And all things of value, I think.

A new-fangled creed has no power
Until it is tried by the years;
If good, it endures through misfortunes,
And abides in the valley of tears.

True faith, understanding, and kindness,
Well—these are all old virtues too;
Thank God for old-fashioned religion,
In a world where too much is new.

—Bess Samuel Ayres.

"TO LIVE AND LET LIVE"

(The Alabama Baptist)

Whoever coined the phrase "To live and let live," dipped his pen in the inkwell of inspiration. Who can find a sentiment breathing more of the Masters' idealism than this? The sentiment is about the same as "doing unto others as we would be done by."

"To live and let live," and someone has added, "without clamor for distinction or recognition." Here is a maxim to be kept before those who will write the treaties of peace. Can this be interpreted as a plea for emotional softness in dealing with wrongdoers? Not at all The inexorable law of justice demands and decrees absolute fairness to all—including oneself, one's country, one's allies, one's world.

"To live and let live without clamor for distinction or recognition." How quickly would all unhappy problems dealing with human relationship be solved if this ideal could be the guiding star of men and nations! It is when this sentiment is not only professed but practiced that individuals and nations are ushered into the realm of right activities, larger opportunities for service, and happier contacts with others.

What harmony and pleasantness there is when people live together in unity and peace! By the way, that word "harmony has happy connotations. The Greek "harmos" indicates a fitting or joining together. It is about the same idea that the Apostle Paul had in mind when he said that God's children are not "strangers and foreigners, but fellow citizens with the saints," dwelling together in that spiritual unity which is characterized as a "building fitly framed together" which "growth unto an holy temple in the Lord."

Why wait for a peace treaty for that sore of living? Why see it afar off? It is here, it is ours, just awaiting our claiming and realization if only we would have it so. Life always means more to us when it means more to others!

STATES THAT OWE THEIR NAMES TO THE INDIANS

Oklahoma—The red people.
Connecticut—Long river.
Indiana—Indian land.
Minnesota—Lake of blue water.
Tennessee—River with great bend.
Ohio—Beautiful river.
Mississippi—Father of waters.
Kansas—Smoky water.
Kentucky—Dark and bloody ground.
Massachusetts—Place of great hills.—Religious Telescope.

SCHOOL ABSENCES

(Stanly News & Press)

From "State School Facts," a monthly publication of the State Department of Public Instruction, come very interesting facts about absences in the public schools of North Carolina. Since absence can be controlled to a large extent, by parents, they should know how important it is for their children to attend school without missing a single day, if possible.

There were 10,633,320 daily absences from school, an average of 59,074 per day, by the 787,486 children in the average daily enrollment in the schools of North Carolina during the school year, 1943-44. Although 84 per cent of the enrollment in school are in elementary grades, 88 per cent of the absences were made by these children. This may be entirely logical, for the children in the lower grades must have the usual sieges of childhood diseases. In other words absences in the lower grades are undoubtedly not as deliberate as perhaps they are in high school.

Absenteeism, according to this publication, is responsible for lowering the efficiency of instruction, and retards the work of the classroom, affecting both the work of those who are absent as well as those who attend regularly.

Although many absences are unvoidable, many others are unwarranted, for they are due to the indifference of parents, ignorance as to the importance of school life and of regular attendance at school, or to a lack of ambition on the part of students. Then, it is well to keep in mind that better health and sanitary conditions would tend to prevent absences due to sickness.

The state spends an average of $50.75 per pupil in average daily attendance per year, or 28 cents per day. Figuring the absences throughout the state on this basis, they actually represented a loss of $2,977,329.60 in the 1943-44 school year.

Attendance has improved in the past decade or more, for in the 1930-31 school year the children absent daily ran 11.8 per cent in the elementary school absences totaled 7.9 the high schools. In 1943-44 the elementry school absences totaled 7.9 per cent, representing a very substantial improvement. In the high schools absences had dropped to 5.6 per cent, which would seem to indicate that the irreducible minimum in the high school may run over five per cent.

Regular attendance at school is of greatest importance, and parents who do not co-operate to the fullest with school authorities in seeing that their children attend school regularly are doing those children a great injustice, and one which the children themselves will deeply resent after they reach adulthood. Then they will keenly realize the tragedy of inexcusable school absences.

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If something didn't knock us flat on our backs once in awhile, we might never learn to look up.

SHIRER SAYS GERMANS CURSE HITLER BECAUSE HE LOST THE WAR

(N. C. Christian Advocate)

Let us get some things straight, says William L. Shirer. One of these is that the German people curse Hitler and his wicked regime because he failed them, after they gave him their all, and allowed foreign armies to wreck their homes and wipe out their towns and cities. We must understand clearly the responsibility of the German people for this terrible war.

And this man who understands Germany and the Hitler regime better than any other American quotes and endorses the following words of Thomas Mann:

"The world has gone through five years of a war full of suffering and sacrifice, a war unleashed by Germany; and from the very first day of this war Germany's opponents were faced by the combined German ingenuity, courage, intelligence, discipline, military efficiency—in short by the whole power of the German nation, which stood as such behind the regime and fought its battles. They were not faced by Hitler and Himmler, who would be nothing at all if the strength and blind loyalty of German manhood were not fighting and dying with misguided valor for

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WHO AM I?

Lord, who am I to show the way
To other people day by day—
So prone myself to go astray?
I speak of knowledge—but I know
How faint it flickers, and how low
The candles of my knowledge glow.
I speak of Power to will and do—
But only yearn to see anew
My own great weakness through and through.

I speak of love for all mankind
And all God's creatures—but I find
My love comes lagging far behind.
Lord, if 'tis mine their guide to be
Pray grant that every student see
My learning leaning hard on Thee.

—Anonymous.

MOST MAGNIFICENT BUILDING IN COLONIAL AMERICA TO BE REBUILT

By Bill Sharpe in We The People

Tryon's Palace, once termed the most beautiful building in North or South America, is to be rebuilt in New Bern exactly according to the original plans which have been discovered in the New York Historical Society after being "lost" for 90 years, if the State Legislature approves the project.

The North Carolina Department of Conservation and Development has accepted the restoration offer of Mrs. J. E. Latham of Greensboro, who already has given $100,000 toward the project and has left another quarter million dollars in her will to it. It is estimated that between $500,000 and $1,000,000 will be needed to restore the palace and grounds which originally cost $80,000. The state must obtain the necessary land, which fronts on Trent River and includes a main thoroughfare and blocks of residential and business property.

The palace, of which only a forlorn wing now remains (it was the stable), was started in 1767 and served as both the residence of the crown governor and as the capitol building of the province. Its construction, completed in 1770, contributed to the economic unrest in the colony and was an issue in patriotic uprisings which culminated in the 1775 Battle of Regulators at Hillsboro, erroneously called the first battle of the American Revolution.

The palace consisted of a two-story brick main building 82x59 feet, with two large wings, each 44x26 feet, connected with the main building by circular colonnades. The hall itself was 18x26 feet, and was lighted by a dome in the roof. The two wings contained the stable, granary, kitchen, servant quarters and other utility rooms.

The elegantly furnished palace was set in beautiful surroundings, including formal gardens and a lawn which sloped to the nearby Trent River.

The Assembly first granted Governor William Tryon the sum of 5,000 pounds for the building, and it is a tribute to his political skill and influence that he managed to wheedle, from this beginning, the funds necessary for completion. John Hawks, an English architect, was engaged to design the building, and he left behind many sketches which bear evidence that Tryon several times enlarged on both the size and elegance of the original plans submitted to the Assembly. Tryon studied construction in Williamsburg and other colonial cities to get ideas for his palace.

While the resplendent building was a source of pride to many Carolinians, it was hated by western North Carolinians who with some reason regarded it as outrageously extravagant for so poor a province. The Province was forced into debt, and unpopular and oppressive taxis were collected, often by corrupt local governments agents. Selection of New Bern as the fixed seat of the government as a result of the new state building inflamed the Regulators, who already resented the large part played in public af-

fairs by the influential planters and aristocrats of Eastern Carolina.

In fact, westerners in 1770 were believed to be ready to march on the palace and destroy it, and Tryon ordered fortifications dug around his prize. The palace soon became a vertitable vortex of the Revolution, and on various occasions "mobs" threatened it. In 1775 Josiah Martin, Tryon's successor, was driven from the palace, taking refuge aboard a British warship.

A year earlier, the provincial assembly had met in the palace in defiance of the crown, the first such meeting in America.

After flight of the royal inhabitants, the palace was untenanted and began to deteriorate. Much of the lead was removed in 1781 to provide munitions for the patriots. It was complained that the state did not have a citizen wealthy enough to maintain such an establishment. In 1791 George Washington was entertained at a public ball at the palace, but its day of glory was over. In 1798 a fire destroyed the main building and one wing. The other wing, remodelled several times, is now privately owned.

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INSTITUTION NOTES

We recently learned that Elbert Bryant, formerly of Cottage No. 1, had been in the United States Army for quite some time. This young man, who will be twenty-six years old on May 17th, came to the School from Topton, a small town in Graham County. He was admitted, January 16, 1935 and was permitted to return to his home, January 31, 1936. He was in Cottage No. 3, and was employed as furance boy at the school building during part of the time spent here.

A news item in The Charlotte Observer, issue of March 19, informs us that Marius Kinder, a former student here, is serving in the United States Army. The article reads: "Marius Kinder, son of Mrs. Virgie Kinder, of Harmony, has been promoted to the grade of staff sergeant. He is believed to be on Iwo Jima, as his family understands he was sent there from New Guinea at the beginning of the invasion. He has written, 'The Japs are a cruel people, and you have to kill them to the last man, as they will not give up easily'."

Marius entered the School, November 1, 1930, and remained here until October 7, 1931, a little less than twelve months. He was a member of the Cottage No. 1 group and worked in the bakery. His record while at the School was very good. He will be thirty years on May 7th.

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Charlie Griffin, a former student at the School, called on friends here about a week ago. He has served about two years in the United States Army and was a member of a paratroop unit in action overseas from the time of the invasion of North Africa until the early fall of 1943. Shortly after the beginning of the African invasion,

Charlie suffered from shell shock, and was in a base hospital in that country for some time. He then returned to the United States, and for some time received treatment at the Halloran General Hospital, Staten Island, N. Y., when he was transferred to Moore General Hospital, which is located near Asheville, remaining there until September 3, 1943, when he was given an honorary medical discharge.

We had not seen Charlie since he stopped in for a little chat in March, 1942, at which time he was temporarily stationed at Camp Sutton, awaiting transfer to some other camp, prior to going overseas. While he has lost quite a bit of weight, he is confident that a continued rest period will get him back into good physical condition.

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Glenn W. Smith, a former student here, called on us last week. This fellow, who will be forty years old on his next birthday, has had some very interesting experiences since being discharged from this institution in 1922. For twenty years and two months Glenn has been in the United States Merchant Marine service, most of which time he has spent aboard tankers. He has visited practically all of the important seaports in the world. Since the beginning of the war, he has been aboard three tankers which were sunk by enemy action, but managed to either swim ashore or to keep afloat until picked up by friendly vessels.

Judging from the credentials which Glenn showed us, he has been getting along fine in this branch of service. At present he is a petty officer, with the ranks of chief electrician's mate and chief machinist's mate; service ribbons with accompanying cards showing that he has been on duty in three oceans—the Mediterranean, Atlantic and Pacific theatres of war; and a combat bar with two stars, indicating that vessels on which he was stationed were in combat on two oceans.

He told us of many interesting and thrilling experiences, but due to military restrictions, names, places, dates, etc., must be omitted until after the end of the war.

From time to time, Glenn has written us and sent pictures, which we have been glad to add to our collection. On his recent visit, he gave us an unusual souvenir—an ash tray, made of a part of a large shell, in the center of which is a 50 mm shell, and on top of this shell there rests a model of a P-38, made of .30 cal. shells and small parts taken from a Japanese airplane that had been shot down somewhere in the South Pacific.

Following a 30 days' leave, which he will spend with relatives at his home in Belhaven, Glenn will report for duty and again take up the important work of getting supplies to our fighting forces in foreign lands.

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Rev. James W. Fowler, pastor of Kerr Street Methodist Church, Concord, conducted the afternoon service at the School last Sunday. Following the singing of the opening hymn, Superintendent Hawfield, asked the boys how many of them would like to hear Rev. Mr. Fowler sing a solo, and the response was unanimous, and our guest preacher sang "When They Ring Those Golden Bells" in his usual fine manner. In addition to having the ability to bring most interesting and helpful messages to the boys, Rev. Mr. Fowler is the possessor of a fine tenor voice, and these qualifications, to-

gether with his genuinely friendly attitude and willingness to be of service to the School, has made him a prime favorite among the boys and officals of the institution, and we are always delighted to have him visit us.

Other additional features of last Sunday's service were a number rendered by a quartet composed of boys from Cottage No. 10 and a selection by a group of boys from the eighth grade.

The theme of Rev. Mr. Fowler's message was the importance of being trustworthy. He began by telling his listeners something of the experiences of some young men of his acquaintance who are now serving in our armed forces. He first spoke of one in a paratroop unit. This fellow, he added, must be ready to bale out when the command is given. In order to land without serious injury, his parachute must open properly. He then called attention to the tremendous responsibility resting upon the person who folds that chute. Suppose there was a fellow in that position who was not trustworthy, one who carelessly did his work, thinking only of getting done in a hurry and never giving a thought to what might happen to the man whose life depended upon the proper opening of the chute. This seemingly unimporttant task of folding the chute may be just the difference between life or death.

The speaker then told the boys a story of four chaplains, aboard a transport. They represented four denominations, Methodist, Dutch Reformed, Jewish and Roman Catholic. The ship was torpedoed by an enemy submarine and was rapidly sinking. There were not enough life-belts to go around. As the soldiers were taking to the life boats or jumping overboard, these four chaplains gave their life-belts to four of the men. As the ship went down, those in the water could see the chaplains kneeling on the deck, their arms about each other, in prayer. Those men were not afraid. They knew they were going to be saved by Jesus Christ.

What strange feelings must have entered the minds of those to whom the chaplains gave their life-belts, continued the speaker. As they saw those godly men go down with the ship, how thankful they must have been. Right then and there, having seen the willingness of true Christians to give their lives to save others, they should have resolved to live from that time on according to the teachings of the Master, for whom those men had labored long and faithfully.

While we have not yet been tested as these men were, said Rev. Mr. Fowler, we ought to love and serve Jesus —to live for him, and if necessary, to die for him. He urged the boys, as the Easter season approaches, to resolve to put their trust in Jesus Christ.

The time will come, said the speaker in conclusion, when the order will come for us to "jump," and if our trust is in the Master, we shall not be afraid to obey. Christianity is the only hope of the world. Nothing else can bring about peace among nations. It is definitely up to us to be trustworthy servants of God, who can help bring this about.

COTTAGE HONOR ROLL

Week Ending March 18, 1945

RECEIVING COTTAGE

Charles Brown
Coy Crabtree
Ralph Cranford
William Hammond
James Perkins
Charles Reeves
Charles Young

COTTAGE No. 1

(Cottage Closed)

COTTAGE No. 2

John Allen
Harvey Arnett
Louie Ashe
Charles Byrd
Walter Byrd
Gerald Johnson
Chester Lee
Harold McKinney
John McLean
James Norton
Hayes Powell
Marshall Prestwood
Jack Ray
Harlan Warren
Kermit Wright

COTTAGE No. 3

(No Honor Roll)

COTTAGE No. 4

J. C. Alley
Robert Blackwelder
Leonard Bradley
John Fine
Eugene Hudgins
Robert Hogan
Hobart Keaton
Roy Miller
Coy McElven
Leroy Pate
Thomas Ruff
John R. Smith
James Smith
Wesley Turner
Brady Tew
Robert Walters
Eugene Watts
Leslie Winner

COTTAGE No. 5

James Gibson
McKeever Horne
Jack Lambert
John Love
Raymond Pruitt
Samuel Price
Robert Wilkins
William Wall

COTTAGE No. 6

Arthur Brooks
Thomas Childress
Richard Davidson
Keith Futch
William Hawkins
George Marr
Stanford McLean
James Swinson
Leroy Wilkins
James Waters

COTTAGE No. 7

Robert Bradbury
David Brooks
Robert Canady
Talmage Duncan
Carlos Faircloth
John Hill
Donald Kirk
James Knight
Ned Metcalf
Joe Mitchell
Ray Naylor
Jack Phillips
Kirk Putnam

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Ray Covington
Sebarn Garmon
Edward Guffey
John Linville
Floyd Puckett
James Stadler

COTTAGE No. 10

Roger Barnes
Ernest Bullard

Forrest Cowan
William Grissett
Jack Gleason
Earl Godley
Robert Holbert
George Hill
Frank Jones
William Lane
Leonard McAdams
Alonzo McGhee
Carlton Morrison
Jesse Parker
Ray Taylor
Thomas Ware

COTTAGE No. 11

Odean Bland
Donald Bowden
Earl Brigman
George Cox
Jack Gentry
Edward Hambrick
Elmer Heath
Alvin Hilton
Fred Holland
Raymond Hunsucker
David Isenhour
Lee Lockerby
Arlon McLean
James Phillips
Alvin Porter
Marshall Sessoms
Maxie Shelley
J. W. Smith

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

Willis Caddell
Thurman Daniels
William Black
Raymond Fillyaw
Eugene Frazier
Curtis House
Rufus Massingill
Walter Neagle
Ralph Putnam
Harry Thompson
William Whistnant

COTTAGE No. 14

Edward Britt
Clyde Bustle
William Ferguson
Howard Hall
William Lerschell
Troy Morris
Clifton Rhodes
Grover Shuler
Thomas Stallings

COTTAGE No. 15

Frank Bass
George Brown
Houston Berry
Jack Benfield
William Cornell
Harold Coffey
Jack Crump
Robert Flinchum
William Holder
R. V. Hutchinson
Kenneth Hankins
David Kinley
James Knight
J. B. Ledford
Robert Myers
William Myers
Hilton Reid
Carl Ransom
Robert Roberts
Charles Stephenson
Robert Summersett
Kenneth Staley
Harvey Squires
Clyde Shook

INDIAN COTTAGE

Jack Bailey
Peter Chavis
Frank Chavis
Allen Hammond
Alton Hammond
Marshall Hunt
Lacy Jacobs
Harvey Jacobs
Clyde Lochlear
Leroy Lowery
W. C. McManus

INFIRMARY

(No Honor Roll)

Man is not the creature of circumstances. Circumstances are the creatures of man.—Disraeli.

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THE UPLIFT

VOL. XXXIII CONCORD, N. C., MARCH 31, 1945 No. 13

DARKNESS AND DAWN

When Christ was crucified for sinful men
With malefactors nailed on either hand,
A darkness fell upon that Eastern land
And night descended with a deep amen.
Within the silent, holy temple then
The veil was rent in twain, the very earth
That hailed with joy her God's incarnate birth
Was shaken when He sank to death again.
But dawn arose to glorify His grave,
To bring new hope to man forevermore:
The Risen Christ was there again to save,
Himself the Way, the Life, the Open Door.
Thus Easter morn with banners far unfurled
Made radiant again a darkened world.

—John D. M. Brown.

Published Weekly By
THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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The Uplift

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

FOLLOW THE EASTER CROSS

Before us looms the shadowed hill
The path to glory, steep and still,
Where pilgrims climb.

Each step is like a golden stair
That leads us up from earth's despair
At Easter time,

And as a rose reveals its heart
Night unfolds and clouds depart;
Souls are set free.

The Cross, directing, we behold,
The lilies and the anthems hold
These words to see:

"I lead to resurrected life
Where peace prevails over all strife.
Who walks this way,

Will walk in calm serenity
With joy throughout eternity;
This is the Way."

—By Constance Walker.

THE SPIRIT OF EASTER TODAY

With so much human suffering and sacrifice abroad in the world today it is quite easy to understand that the Easter of this day has for most people a deeper meaning than ever before. The sacrifices of the hour are much more intimate and personal than was true in

the previous years of our lives. We find ourselves day after day faced with the realities of increasing casualty lists. There burns within our inner consciences the realization of the fact that thousands and thousands of our boys are making the supreme sacrifice for us individually and for humanity in general. They are bleeding and dying on the far-flung battlefields throughout the world that we who linger at home may enjoy the blessings of freedom, of happiness, and of peace. They die that we might have the blessings about which the founding fathers dreamed.

For those of us who endure so little, the major consideration is whether or not we in our living shall be worthy of all the treasures that are ours. There is constantly the grave danger that we may permit our religion and our social consciences to be honeycombed with reservations; and that we may become too fearful that the sacrifices may touch our lives too violently.

Generally, we have been unwilling to admit that the dominant principle in the complete redemption of the world can come only through the travails of sacrifice. We have hoped that it could be purchased at the price of material possessions, in terms of gold and silver. We have cherished the hope that we may cleverly seduce the opening of the gates of the new Jerusalem by some fantastic plan which has never worked. The sooner we disillusion our minds of this heretical theory and realize that real salvation can be purchased only through sacrifice, the better off we shall be.

As we approach the Easter season we should be deeply conscious of the fact that Christ, the only begotten Son of God, came into the world and gave us the perfect example of Christian living. He ministered to the sufferings of humanity and He shared mankind's deepest sorrows. His pathway in life among men was marked by unselfish sacrifices until his life was crowned in triumph even in the hour of crucifixion. As He trod the weary road up to Golgotha's hill, bearing His own cross which He planted there, He demonstrated that, after all, one's cross may represent his ladder from earth to heaven. No objective in life could be greater or more inspiring. Christ had been sent into the world to become its Redeemer. In one sense of the word it might have been possible for him to have averted the cross of Calvary, but in another sense of the word He could never have done it and still claimed to be the world's Saviour..

After all, Easter is the time when we celebrate the resurrection of Christ, when we realize once again that the doors of faith and hope are forever open to all. It is not a time of tragedy or hopeless sorrow, but rather a time for singing songs of praise. Then, too, it is a time when we should re-dedicate our lives to the highest ideals of Christian living as manifested in the Man of Galilee.

"Dear Lord. may every soul on Easter Day
Know of the joy that prompts the robin's note.
May faith as Christian nations bow to pray
Compel the cries of war to fade away.
May from the Cross Thy blessed words of love
Resound across ocean and sea and bay
Until men let war's bloody tools decay
For peace to come on glorious spirit wings
Paving with eternal joy earth's undeserving way."

* * * * * * * *

A REVIEWING COMMITTEE FOR JACKSON TRAINING SCHOOL

Plans are being made to have what is to be known as a Reviewing Committee here at the school. The purpose of this committee will be to study and review the cases of the boys who may be eligible in general terms for their conditional releases. Regular meetings of this group will be held on the first and third Tuesday nights of each month.

Under this plan it will be possible to obtain a fair and intelligent estimate or appraisal of the attainments of all the boys. It will be possible to get a group opinion instead of one person's opinion regarding a boy's progress and advancement.

Each boy will be privileged to have his case studied and reviewed periodically after a reasonable length of stay at the school. His case will not only be studied at different intervals but it will be given fair and sympathetic consideration from all angles. Thus, there will be no danger of a boy with a good record who may be of a timid or retiring nature, being forgotten or lost among the group.

The plans are to give each boy the privilege of knowing the outcome or results of the committee's review of his case. If his release is approved he will be so informed, and if it is decided that his

release should be postponed, he will have it explained to him wherein he has fallen short. The periodic reviews by the committee will, to a large extent, eliminate the probability of the boy with a ready approach and pleasing personality being given undue consideration, while the other type of boy is being neglected.

The fundamental consideration for releases will be about the same as heretofore. Generally speaking, the boys will be expected to remain at the school for at least one year in order to earn their releases. After this, their releases will depend upon their general attitude towards life, their honesty and sincerity, their ability to practice self-control, their willingness to assume responsibilities in different social groups, their progress in the academic school, and the possibilities of their getting adequate help after their release. The dominant factor will be how well the boys have adjusted themselves within the school, and how much real progress they have made. It may be necessary in some instances to consider the seriousness of the precommitment offenses or the length of time of their previous delinquencies, but, after all, in granting the boys their releases we should and will hold these factors in the background, and for all the boys the time when they enter the school will be for them a new beginning and a new chance in their lives. There will be no meticulous system of merits and demerits, yet all the boys will be encouraged to make good records, for which they will receive due credit.

The members of the Reviewing Committee will be as follows. S. G. Hawfield, Chairman, J. C. Fisher, C. B. Barber, J. W. Hines, John D. Corliss, Frank Liske, W. M. White, A. L. Carriker, and T. R. Adams.

The first meeting of the committee will be at 8 oclock on April 3rd.

* * * * * * * *

THE EASTER MORN

The crowd that followed Jesus up and down the land and the pageantry of that first Palm Sunday would have been forgotten if Jesus had not risen from the dead. His enemies were hilarious when his body lay in the grave, but their joy was short-lived. They little dreamed he would return to life. They little reckoned with the life he possessed. He had been a kind of plaything in their hands. They

did with him as they would. He seemed so helpless before their organized might.

But when they had done their worst and began to laugh at his weakness, he let loose powers that made them tremble. They had never seen the like before. Once they ridiculed his boasted power, but their mirth was soon hushed. They began to have respect for his claim to be the Lord from heaven.

Who before had come back from the abode of the dead by his own power? Who before had challenged Satan to keep him entombed in the dark grave? It is not surprising that he who by a word had brought others to life should himself prove he had power over our common foe.

If that is possible Easter morn excels in glory Christmas morn. Only the Lord of heaven could give us two such days, the one at the beginning of Christ's earthly life and the other at its close. They are like the glory of the sunrise and the sunset.

It is not possible for man or angel to reveal to us all that Easter means. Each of us shall have to let his mind and his heart thrill at its touch. Easter does not mean to the world what you and I say it means; but it means just that to you and me.

"The third day he rose again from the dead." This is our glad and triumphant faith.—The Lutheran.

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of April 1, 1945

April 1—Gaston Cartrette, Cottage No. 10, 16th birthday.
April 3—Robert Lee Ham, Cottage No. 10, 15th birthday.
April 6—William Lewis, Cottage No. 4, 15th birthday.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Boys Sing at Westford Methodist Church

By William Poteat, 8th Grade

Last Sunday night, a group of twenty-one boys attended a special monthly musical service held at the Westford Methodist Church, near Concord. The group, under the direction of Mr. Godown, sang four numbers: "The Beautiful Garden of Prayer," "Others," "When the Saints Go Marching In," "Christ Arose," and one request number, "God Bless America." Mrs. Frank Liske played the piano accompaniment.

Also present were the Franklin Mill Band, which played four or five numbers, little Miss Yarbrough, who sang two solos, the Westford Quartet, and others.

The boys who participated were: John Allen, Lawrence Allen, Roger Barnes, Jack Benfield, William Brooks, Forrest Cowan, Jack Gentry, Robert Helms, Raymond Hunsucker, John Linville, John Love, Harold McKinney, William Poteat, Melvin Radford, Charles Rhodes, James Stadler, Kenneth Staley, Thomas Stallings, Harlan Warren, Thomas Ware, and William Whistnant.

The boys who made this trip enjoyed the occasion very much.

Basketball

By William Poteat, 8th Grade

Tuesday night of this week, Number 3 Cottage played Number 5 Cottage, the former being the victor by a margin of 14 points. It might be interesting to know that neither of these teams had won a game this season. It had to be one or the other, and it looks as if "Lady Luck" was with Number 3. The score was 18 to 4.

The Cottage No. 3 line-up was as follows: Robert Lee and Craven Callahan, forwards; Paul Wolfe and Jack Hensley, guards; William Poteat, center. Playing for Cottage No. 5 were: William Walls, center; McKeever Horne and Herbert Key, forwards; Sam Price, Robert Hensley, and J. W. Love, guards.

Also on the regular weekly schedule were Cottagee Nos. 9 and 14. This also was a most interesting game, the score being 25 to 24, in favor of No. 14. Number 14 had a lead of 21 to 14 at the end of the half. At the end of the game this lead was cut down to a single point.

The cottage No. 9 line-up was as follows: James Stadler and R. C. Combs, forwards; James Lowman and John Linville, guards; Windley Jones, center. Playing for No. 14 were: William Ferguson and Jerry Smith, forwards; Lester Williams Bruce Sawyer, guards; Herbert Smith center. James Spence was substitute guard.

Fourth Grade Chapel Program

By William Poteat, 8th Grade

The chapel program on Friday afternoon of last week was under the direction of Miss Baird and her fourth grade group. The program was about Saint Patrick's Day.

The devotional was first. It consist-

ed of a reading, the 23rd Psalm, by Clyde Wright, after which the audience stood while repeating the Lord's Prayer. Following the prayer, the entire group sang "America," and repeated the pledge of allegiance to the flag.

The first number on the program was "An Introduction to St. Patrick's Day," by three boys—Donald Bowden, Herschell Duckworth, and William Ussery. Following this recitation was a song, "My Wild Irish Rose," by William Poteat. Next was a story of St. Patrick's Day by Cecil Kinion. After this followed another recitation by Jimmy Knight and Roy Miller. A solo was given next by Jimmy Stadler entitled "When Irish Eyes Are Smiling."

Then followed five poems in succession, by five boys. They were: Bill Phillips, Everett Hambrick, J. B. Wilson, Marvin Walls, and George Guyton. Following these was a song by Brice Thomas entitled "Where the River Shannon Flows." After this number, Billy Andrews recited "The Wearing of the Green.

The last number on the program was another song, "The Wearing of the Green," by William Poteat.

The announcer was J. C. Cayton. All of the boys enjoyed this fine program very much and are looking forward to next Friday when Mrs. Kiser and the third grade group will present a program on Easter.

Both morning and afternoon programs were similar except for a slight variation in characters.

B. T. U. Hike

By John Allen, 8th Grade

Instead of the regular meeting of the B. T. U. groups we had a surprise Sunday afternoon, March 25th. We did, however, go to our place of meeting for Mr. Hines to call the roll. After the roll call was completed, we were told by Mr. Snyder that we would have a hike. Mr. Woodard, Mr. Beck, Mr. Puckett, Mr. Snyder, and Mr. Hines took fifty-five of the boys on the hike.

We went down the road to the farm and stopped at a very pretty place near the creek. Mr. Snyder had taken his car over there and had taken some ice-cream and cups. Every boy was served as much as two cups of cream which was enjoyed immensely. Then we played around over there and had a very good time running and jumping across the creek. Mr. Hines took his camera and made pictures of all three groups of the B. T. U. We all had a good time. The boys who went on the hike were as follows:

Ned Metcalf, Bruce Sawyer, Hugh Cornwell, Kenneth Staley, Harold Duckworth, William Myers, Jack Benfield, Ralph Gibson, George Guyton, Jack Phillips, Brice Thomas, Troy Morris, Theodore Young, Carlton Pate, Harry Thompson, William Guffey, Edward Guffey, Hilton Reid, Charles Shore, Ray Edwards, Robert Hensley, Robert Flinchum, Gerald Johnson, John Fine, Earl Greene, Joe Mitchell, Herschell Duckworth, Earl Gilmore, J. C. Cayton, Clyde Wright, Sammy Lynn, William Walls, George Cox, Charles Cox, McKeever Horne, Bobby Peavy, James Sneed, Robert Mason, Jack Hensley, James Swinson, Marshall Sessoms, Thomas Staley, Jack Gentry, Alvin Porter, Clay Shew, Charles Alexander, Chester Lee, David Brooks, Thomas Ruff, Donald Redwine, Billy Hawkins, David Eaton, George Marr, Ervin Ewing, Leroy Wilkins.

EASTER

By Reynold E. Blight in Masonic Digest

All the movable feasts and holy days are calculated from Easter, and Easter (so the ancient formula runs) is always the first Sunday after the full moon which happens upon or next after the twenty-first day of March; and if the full moon happens upon a Sunday, Easter Day is the Sunday after. It cannot fall earlier than March 22nd, nor later thn April 25th.

Incidentally it is wrong to speak of "Easter Sunday." That is redundant. Easter is always Sunday. It is proper however to speak of "Easter Day."

The reason Easter is determined by a formula relating to the full moon harks back to the early days when travelers depended upon moonlight to light them over treacherous roads.

The word Easter derives from Eastre or Eostre, the Teutonic goddess of spring. Since prehistoric times men, in all parts of our northern world, have celebrated the vernal equinox with revels and thanksgiving. The long winter season was over, the sun took up his triumphal march toward summer, all nature was throbbing with the renewal of life, it was an appropriate time for rejoicing. Many of our Easter customs are holdovers from paganism.

For the Christian world Easter celebrates the Resurrection of Christ. Isreal Zangwill, Jewish dramatist, (or was it Ruskin?) once declared: "The Resurrection story is a fact full of power or a dream full of meaning." But dreams, romances, poems, sentimental fiction, lay no such compelling appeal upon the skeptical centuries as this story has done. The conviction grows, even in this clodly scientific and innately incredulous age that the empty grave is a historic fact, no figment of fevered imaginations. If Jesus had been only an inspired teacher, a radiant personality, a pitiable martyr, he would have taken His place with Socrates, Bruno, Sir Thomas More and a thousand other heroic souls who have laid down their lives for great causes. But, now nineteen centuries after, although tyranny, greed and hatred have continually conspired to destroy His memory, He occupies a more exalted, more significant, more pregnable position in the affections and loyalties of the race than ever before. This is the astounding and irrefutable fact of history, and can be explained and understood only in the light that streams from a vacated tomb.

"Christ, the Lord is risen today; Alleluia!
Sons of men and angels say; Alleluia!
Raise your joys and triumph high; Alleluia!
Sing, ye heavens, and earth, reply. Alleluia!"

SUNRISE

By Catherine Herzel

Simon's sleep that night was haunted by the stern figure of an old man sitting in a throne-like chair who said over and over again, "Dangerous, dangerous." There was also a Presence of surpassing sweetness. When he was about to draw near to this one who promised such peace, the old man on the throne would intervene with his repeated warning. Then a voice penetrated his dreams.

"Master! Master!"

He awoke, and there was Anna.

"Master! The child is crying and calls for her father."

Simon was soon at Miriam's bedside. He took one of the restless little hands in his, and it became quieter. Her eyes opened wearily, she gave him a half-smile, and was asleep again. Anna smiled wisely.

"It's wonderful how she grows quiet when you touch her. It puts me in mind—" She stopped short and closed her lips tight.

"Yes, Anna," prompted Simon. "Puts you in mind of what?"

"But, Master, after the other night, the feast, you said we should never mention his name."

"Did I?" said Simon sadly. "I am not as sure as I was, Anna. Tell me what you had in mind."

"I was thinking, sir, that when Jesus takes up the children they grow quiet, and nestle in His arms just as Miriam does in yours."

"She knows I love her," said the father.

"Yes, that she does. And the children, they know he loves them."

Day came and dragged wearily through the morning hours. Miriam slept, but not the peaceful sleep of a healthy child. Rather it was dull, heavy stupor. Anna tried the remedies she knew. She kept the other women servants busy cooking mysterious brews, she rubbed the child's limp arms, she muttered half-remembered charms under her breath as she sat there, but there was no change. Miriam generally lay quiet when her father sat by her bed, but when he moved away she tossed about feverishly.

The day drew toward noon, dull and sultry. The sky grew darker, thunder muttered ominously, the earth trembled. One by one the servants. came to the hall outside the sick room. There was some comfort in the presence of others when nature seemed in such a forbidding mood.

At last Anna could keep silent no longer. "Master, something terrible is happening," she said in great fear. "That the sun should be darkened in the middle of the day—"

"Nothing is wrong," said Simon, but his voice was not as steady as his words. It was a strange, a terrible day.

Midway in the afternoon a breeze came up. The air freshened and the darkness rolled away. The oppression that had affected the sickroom lifted. The servants silently went back to their work, subdued, but no longer overwhelmed by this strange fear. But the little patient grew worse.

At last Anna came to Simon again as he walked up and down in the large chamber reserved for banquets. "I

have done all I know," she said wearily, "but truly, Master, it has not helped her one bit. Perhaps you will not like this—forgive me for saying it—but, Master, will you not go and seek Jesus?" Her faithful eyes pleaded with him. He read in them her love for the child, her loyalty to him, and an unwavering faith in the one on whom she would have him call. "He would heal her. My cousin, Sarah, saw Him with the little daughter of Jairus, and truly He is more than man. He could heal Miriam."

During the long hours of watching Simon's thoughts had turned again and again to Jesus. Now some of Anna's belief kindled in him. Jesus could heal Miriam.

"I will go," he said. Anna's anxious face brightened.

"Go quickly, then," she implored. "But a few hours remain until sundown, and with sundown comes the Sabbath."

Simon set out on the road to Jerusalem again. Jesus was in the city, he was sure. His heart felt lighter as he thought of seeing Jesus again, and having Mirian well. His heart had no more doubt of Jesus' willingness to heal her than he had of his power to do it.

Inside the city wall the crowds moved about slowly and uncertainly. They looked as if they had seen a great deal of excitement, now over. Their faces sagged, their bodies drooped with the reaction. Just inside the city gate Simon stopped. There high on the hill to the north of the city, silhouetted against the gray sky, were the outlines of three crosses. He turned his eyes away quickly. He felt the qualm of pity for the unknown sufferers. It was a barbarous way to inflict death, brought in by these surly Romans: not a Jewish way of putting anyone to death.

He stood there, irresolute. Where should he look for Jesus? Usually the presence of a crowd indicated the presence of the Teacher; but today the crowd was melting away. Time was important. If only he might see someone who would know where Jesus was and would take him there without delay. He looked around the street. Just then he saw Reuben. What had happened, Reuben looked old and shaken. Just behind him walked the disciple Peter, looking as if he were ridden by devils.

Simon walked up to Peter. He touched his arm. Peter turned around slowly, and lifted eyes filled with anguish.

"Peter, where is the Teacher?"

Peter looked at him in stupefaction. Reuben turned as he recognized Simon's voice.

"Simon, have you lost your senses? In a time like this to stop to talk to one of His disciples—"

"You don't understand, Reuben. I am looking for Jesus. Miriam is ill, and I know He will heal her. Can you take me to Him, Peter? It is important that we hurry. Miriam is very ill."

Peter still looked on with incredulous eyes.

Reuben looked at Simon in silence. Then he said gently, "Where have you been all day, Simon? At home? Last night too?"

Simon nodded.

"Then you don't know what has happened? Look, Simon." Reuben took him by the arm and turned him gently until he faced the north.

"There is your Teacher."

The three crosses loomed against the sky, towering over all else. Simon's mind was chaos.

"You don't mean—Caiaphas would not—"

Reuben's solemn nod answerd him.

"But He was no criminal." Simon struggled to put his thoughts into words. His face worked. Several passersby stopped out of curiosity. Among them he was vaguely conscious of a familiar face.

It was the old servant who had led them to Caiaphas.

"But He was good," he finally exclaimed. "He was a great teacher." Reuben tried to lead him away, but he pushed off his hand and spoke to the crowd. "He was the Promised One, the Messias. It was to Him that we looked for the redemption of Israel."

The crowd murmured. In Peter's eyes grew a gleam of hope. "You knew?" he asked eagerly.

"I know now," answered Simon sadly.

There was a stir in the crowd. A man pushed his way through. "You are to come with me to the palace of the High Priest," he said sternly. To Rueben, "You, too."

"Wait for me by the gate," whispered Simon to Peter, and followed the servant of the High Priest.

The servant was not now so affable. He said nothing to them, pushing ahead with scant notice of those in his way. Again they were led into the presence of the old man.

Caiaphas shook his head sadly. "Has there not been enough trouble?" he asked bitterly. "Simon, it has been reported to me that you question our justice in putting this Galilean malcontent to death—in advising the Procurator to sentence him to death," he corrected himself.

Simon spoke readily. "I believe that it was a terrible mistake," he said, "for Jesus of Nazareth was the Messias."

There was a shadow in the old man's eyes. Was it doubt of his own wisdom, a mistrust of himself? It was but momentary; his eyes were clear and cold when they looked on Simon.

"Son of my oldest friend," he said solemnly, "I can help you no longer. You have alienated all your friends. Justice will not be long in seeking you out. Reuben, I advise you to leave Simon to his folly. I understand you are blameless except for your friendship for Simon."

Reuben stepped forward and said something to the High Priest in a low tone. Caiaphas nodded.

"Reuben tells me your child is dying. Therefore you may return home instead of being kept prisoner. Tomorrow we shall see."

Simon turned to go. Reuben went with him. Outside the door they paused.

"Oh Simon, what have you done? You have lost your home, your wealth —and what have you gained?"

Simon murmured something about the truth.

"You realize," Reuben went on, "that I can no longer befriend you?"

"Oh yes," said Simon. "Do not trouble yourself about me." The familiar phrase sounded hollow and artificial against the background of their strained relations. Reuben stood there, his face strained with the effort to see some way to undo all that had happened. Suddenly he walked away without a backward look.

Simon walked on toward the gate. He needed time and quiet to put his thoughts in order. This new conception of Jesus had changed his whole life. The outward changes did not seem as important as those that had been going on within him.

Peter was waiting, a dejected figure, his head bent low. Together they walked out of the gate.

"You were His disciple," Simon began half-heartedly. "Perhaps you can heal my little daughter."

Peter laughed. A laugh that strangled into a sob. "I, His disciple!" he exclaimed, and soon he was pouring out to Simon all the sorry tale of his boasting, his confidence in his own power, and his denial of Jesus.

"Never, while a cock will crow, will I know a moment's peace."

Simon did not know how to express his sympathy, complicated at it was with his own feeling of failure. But Peter sensed this fellow feeling, and they walked along in silence that was companionable.

"Within the hour the Sabbath will begin. Will you stay with me?"

Peter nodded.

Simon told himself that he was without hope after he had asked Peter to help Miriam. Yet hope and dread struggled together in his heart when he saw Anna waiting in the doorway. He quickened his pace. But when he came near enough to see Anna's sad, tear-stained face, he stopped.

"She is dead," she said with a gesture of her empty hands. Simon said nothing, but stumbled through the doorway. He felt the supporting grasp of Peter's hand on his arm and felt that in his desolation he was not utterly alone. He went in to Miriam's bedside.

It was a silent household that Sabbath. The grief within the home and the shadow of tragedy on that hilltop exalted their spirits.

In the evening Peter roused himself. He spoke of Jesus to Simon, haltingly at first. He told him of the time Jesus had quieted the storm on the lake, of puzzling things He had said, that were even harder to understand with the Teacher dead. As if talking of his leader roused Peter to the present again, he said at last, "I must go back to Jerusalem, and see what the other disciples are doing."

"You are welcome to stay here—as long as this house is mine."

"Thank you. But that does not seem to be the thing to do. This morning I was ready to say that everything was over for me, but now I am not so sure. Somehow, I feel as if there were more to come. Perhaps I shall go back to Galilee and be a fisherman again. I do not know. I wonder what He would tell me to do, if He were here again."

"The future is dark and uncertain." Simon's voice was gray with hopelessness.

After Peter left, the house seemed empty. Simon went to sleep with the conviction that tomorrow would be another day as empty as today. The Teacher and Miriam both gone!

Just before dawn a breeze stirred the olive leaves in the garden. Simon woke and left his bed. The light in the garden was dim, but it had a shining quality that was new. Simon felt his heart rising irresistibly with the certainity of—what it was, he did not know. But the feeling of death that had overpowered him the day before was going. He felt as if

he were coming alive. The heaviness of his sorrow was lifting.

And then, in the garden, he saw. Afterwards, when he tried to explain his experience to others, he could not tell them that he saw the teacher, only that his own heart grew light. Only that, somehow, there was something in the light of that garden that spoke to him of life, a life more intense, more vivid than the one he was living. That the center of it all was the Teacher, radiant and alive, and that Miriam was part of it too.

In the dawning he heard hurried footsteps, and then Peter came into the garden, running. Peter stopped and his radiant face grew brighter as he looked on Simon's uplifted eyes.

"Oh Simon," said Peter, "I came to tell you good news, but I see you already know."

High over the hills the sun rose in all its majesty.

THE SONG OF THE FLOWERS

The little flowers came through the ground
At Easter time;
They raised their heads and looked around,
At happy Easter time.
And every pretty bud did say,
"Good people, bless this holy day,
For Christ is risen, the angels say,
Oh, may it shine on us alway,
At happy Easter time."

The silver lily raised its cup
At Easter time,
And crocus to the sky looked up,
At happy Easter time.
"We hear the song of heaven," they say;
"Its glory shines on us today;
At holy Easter time!"

'Twas long and long and long ago
That Easter time,
But still the silver lilies blow
At happy Easter time.
And still each little flower doth say,
"Good Christians, bless this holy day,
For Christ is risen, the angels say,
At blessed Easter time."

—Laura E. Richards.

YOUR SUPREME PURPOSE IN LIFE

(Beasley's Farm and Home Weekly)

What is life's supreme objective? It is whatever you hold uppermost in your life; whatever you pursue to the utmost; whatever you hope ultimately to accomplish. Therefore, if music is life's objective, it will be uppermost and what you love, the object of your time and affection. It is what thrills your very soul when you hear it; it refreshes your mind and body when everything else fails; to it you will cease from your most important duty and listen, because in your mind it is uppermost, that is, it is above all other things.

Since it is uppermost in your mind, secretly or openly, you pursue it to the utmost. Some instrument will soon take prominence in your choice and by some means you purchase it, and if not, every time you see the instrument you love your heart burns with desire and longing after it. After the purchase is made you go to the limit of your strength to master its technique of performance. If moments must be shaved off from any task, you shave your job at the dry-goods counter in order to pursue to the utmost your one love. There are no hardships, no trials, no setbacks, too difficult for your utmost endeavor.

Because you hope ultimately to be a great musician, the loss of other things trouble you little, for someday, Paderewski, Pons, Heifetz and Toscanini must bow to your genius.

Music, here, is used indiscriminately for in its place may be substituted any profession. Whatever is held in prominence, whether preaching, banking, mechanics, or farming the application will be the same. Do you doubt that a wonderful accomplishment would result from such endeavor? Would you not say rather that such determination, will to work, and willingness to sacrifice would make, if not for genius, at least for greatness? Yes, we all agree that greatness lies in that direction.

Likewise, if any degree of Christian greatness is accomplished, Christ must be uppermost in life; He must be sought to the utmost; and to have Him is the ultimate end to be achieved. "Seek ye the kingdom of God, and his righteousness; and all these things shall be added unto you."

The kingdom comes before temporal blessings. It takes little effort to see the truth involved in this scripture. In fact, you may pursue any temporal vocation to the very end and all you can hope to do is multiply its size and improve its personnel. Moreover, if it did include Christ, you could rise above the occupation itself. You could never work through a business to God, consequently you must work through God to a business.

Seeking Christ and his kingdom as the supreme objective of life, exclude from us only those things which are wrong within themselves, not those that are just and upright. Hence, whatever he excludes is for our good and not our detriment. On the contrary, seeking first any worldy objective, however good it may be, excludes Christ. In fact, Christ by his very nature refuses a secondary place in anybody's life; He is first or not at all; pre-eminent or he is out.

From actual experience. I have found many people who did not believe that it was possible to put Christ first in this modern era. "It is idealistic, but it will not work" they say. Still others believe it is possible but they do not understand all that is involved in the process of putting him first. To those who doubt that it is possible to put Christ first, let me remind you that most doubts arise only when you have a greater love for something else than for the Saviour. To question Christ on any point is, in a sense, to doubt his power and authority. When you have yielded your entire allegience to him, there can be no doubt, for complete allegiance confesses him to be God, therefore, All in All. To say you doubt does not change Christ's power, but reveals a severed relationship with him. Hence, unbelief in its greater connotation intimates a stubborn refusal to accept Him.

On the other hand, we must distinguish between failure to understand, and unbelief in Christ. In unbelief, you willingly accept Christ to be untrue; while failure to understand may be due to an unwillingness to give Christ first place, or perhaps, ignorance. I doubt that anyone has a perfect understanding of what it means to put Christ first in life, but it reveals a healthy Christian attitude to be willing to accept and believe all that is possible to know about him. In the same way, you are commended when you continue to seek and know the truth about him.

Finally, let us look at the process by which we make the supreme objective of life. Indeed, there are simple, fundamental principles involved here as you would expect to find anywhere, and they are easily understood. First, Christ must be brought to the front in all our actions, thoughts, and conversation. This we may do by study, meditation, prayer, worship and so on, until our minds are satured with the ideal of Christ's love. For example, we may study or read until we cannot go to sleep at night and if we do, the subconscious mind keeps throwing out impulses which disturb our rest, therefore, Christ must take such complete control of us, that the whole mind and soul cannot release him.

Second, He must be given control of our entire life. Does not that make one a slave? Yes. When we give him control, we take dictation from him thereby, we become slaves to his cause. His will, not our own, must become a way of life diligently pursued to the extent that we no longer exist in our selfishness. His way, the way of holiness, must not be grievously borne and when he refuses to go with us, we must not go ourselves.

Third, our souls must thrill at the mention of his name or the message of the gospel, according as they thrill to music, a mountain scene, or the surprise visit of a dear friend who has been absent for years. To a great extent Christian living is building a moral and spiritual structure with materials which we select from what we hear, see, and experience from life. Likewise, the gospel does more to shape the stones in that building, than any other force in the world. More we hear about the Saviour, the faster we can complete our edifice. Therefore, we thrill and rejoice at every new idea and truth concerning him who redeemed us. We proclaim with the poet.

"More about Jesus would I know,
More of His grace to others show:

More of His saving fullness see,
More of His love who died for me."

Finally, what will Christ as the supreme objective of life do for us? In the first place, it puts us on the sure road to victory, both in this life and the life to come. Then, we find a consolation and comfort not previously known. Still, it gives a new grasp on life, brings an invigorating conception of what once was dull business, and can take the hump out of the shoulders, wrinkles out of the face, and bags from under the eyes, thereby making life worth living. In short, the supreme objective which is Christ, brings what everyone wants more than anything in the world, but can never have until they "Seek first the kingdom of God, and his righteousness;" and when that is done, it follows as surely as night the day, "All these things shall be added unto you."

A DOGWOOD LEGEND

This is dogwood blossom time. The dogwood is a favorite of all those who love trees and flowers. Its rare beauty in early spring is stimulating and warms the heart. The following legend about the dogwood is reprinted from a newspaper of another state:

"At the time of the crucifixion the dogwood attained the size of an oak and other forest trees. So strong and firm was the wood of it that it was chosen for the timber of the cross. To be thus used for such a cruel purpose greatly distressed the tree, and Jesus smiled upon it, sensed this, and in his gentle pity for sorrow said to it:

Because of your regret and pity for my suffering I make you this promise. Never again shall the dogwood tree grow large enough to be used for a cross. Henceforth it shall be slender and bent and twisted, and its blossoms shall be in the form of a cross—two long petals and two short petals, and in the center of the outer edge of each petal there will be nail prints, brown with rust and stained with blood. And in the center of the flower there will be an image of a crown of thorns, and all those who see it will remember that it was upon the dogwood tree I was crucified, and this tree shall not be mutilated or destroyed, but cherished as a reminder of my death upon the cross."—Selected.

CAN BRAIN SURGERY CHANGE THE PATTERN OF OUR LIVES

By Dr. George W. Kisker in "Read," March, 1945

A group of America's most skillful brain surgeons were gathered in the operating room of a large Eastern prison hospital. The lights overhead were focused on the forehead of a man stretched out on the operating table. The chief surgeon was ready to make the first incision.

Very little publicity had been given the operation, but every man in the room knew that medical history was being made. It was the first attempt to reform a criminal by operating on the brain. The surgeons knew that if the operation were successful, the treatment of hardened criminals would be revolutionized.

The patient was what is technically called a psychopathic criminal. He committed his crimes because of a complusion. That is, he felt an irresistable urge to commit crimes over and over again.

The chances of a criminal of this type ever becoming a respectable, law-abiding citizen are extremely poor This man had been arrested a number of times, and hope of reforming him had long been given up.

The prisoner himself felt that he was beyond help, and when the prison psychiatrist suggested the brain operation as an experiment, the prisoner had agreed. He was told that his behavior would be changed. But he was also told that the operation would be dangerous.

Swiftly, and with precise strokes of the scalpel, the surgeon cut on opening in the skin on each side of the forehead. When the skull was exposed, small holes were drilled through the bone. A long, thin blade was then used to cut several slices in the brain itself. A few minutes later the holes were filled with bone wax, and the skin of the forehead was sewed together. Less than an hour after coming into the operating room, the operation was over.

Today, weeks after the operation, the prisoner appears to be a new man. He is still in prison, but his attitude has changed so completely that he has an excellent possibility of being released on parole sometime in the future. He no longer feels the relentless urge to commit crimes. He has developed insight into his situation. In short, the operation brought about complete change in personality.

The public has not heard much about this sensational new operation because most of the surgeons who can do it are busy in the armed forces. But you will hear about when the war is over. You will hear about it from our prisons and from our mental hospitals. Wherever there are men and women suffering with serious personality disorders, this new operation —called 'psychosurgery'—will have a place.

Brain operations have always been considered among the most delicate that the surgeon is called upon to perform. Great skill with the scalpel is required to cut through the coverings of the brain. A tiny slip might easily result in death. On the other hand the

brain can take a suprising amount of punishment.

Many years ago, a man named Phineas Gage showed an astounded medical world just how tough the brain can be. Phineas was tamping dynamite into a hole with an iron crowbar. The dynamite exploded and the crowbar was blown clear through his head. A big chunk of the brain was carried away.

But Phineas wasn't killed. He was not even knocked unconcious. In fact he was able to walk a considerable distance to a doctor.

Years later, the only noticeable change in Phineas was in his personality. Instead of being goodnatured, as he had been before the accident, he had become irritable and sullen. But through all the years, he was able to live a normal life, even though a large part of his brain was missing.

Since the time of Phineas Gage, medical men have learned a lot about the brain and how it works. But for every fact that is known about the brain, there are a dozen problems yet to be solved.

Psychosurgery is the newest of all brain operations. The pioneer in this work was a Portuguese surgeon, Dr. Egas Moniz, who believes that many serious mental illnesses are due to undesirable combinations of cells in the brain.

A few years ago, he got the idea that if he could somehow break up these combinations of cells, the patient would be rid of the mental trouble. With this idea in mind, Moniz began to look around for a way to destroy selected parts of the brain, and at the same time keep the patient alive.

His first idea was to inject alcohol into the frontal part of the brain in order to kill the cells. The experiments weren't successful. Later, he tried to kill the cells by injecting the patient's own blood into the brain. This attempt, too, was a failure. Moniz was downhearted.

One day he was reading about some experiments which were being carried on in America. He read that monkeys, with parts of the brain removed, behaved quite differently after the operation.

Before the operation the monkeys screeched, shook the bars of their cages, and became violently excited when they were faced with a problem they couldn't solve. After parts of the brain were removed, the monkeys became quiet and calm. Little things no longer seemed to bother them.

Moniz had an inspiration. If this sort of thing happened with animals why wouldn't it happen with men? After all, many personality disorders are simply due to the fact that the individual can't cope with his problems. Why not operate on the brain and put enough of it out of action to rid the patient of his petty worries, anxieties and tensions?

Moniz worked on the idea for several years, first with animals and then with human subjects. In 1936 he announced his results and described the operation. At first it seemed too radical, but is was soon found that it is not as serious as it sounds.

In fact, the risk is not much greater than that of an appendicitis operation. It is even possible to perform the operation under local anesthetic, since the brain cannot feel pain. Cutting the skin hurts more than cutting into the brain itself. The only thing

patients complain about is the vibration when the holes are drilled through the skull. Most patients don't even have a headache when it is all over.

In some cases, a change in personality can be observed while the patient is still on the operating table. Many patients who are worried and anxious, and even violent when they go into the operating room, are seen to calm down and relax at the moment the cuts are made in the brain. Patients become entirely different persons before the very eyes of the operating room staff. These changes in the personality are sometimes so sudden and so dramatic that they seem unbbelievable.

Moniz was delighted with his results. He had operated on a number of mental patients who were in a very bad condition. Their chances for recovery under ordinary conditions were very remote, but following phychosurgery they showed startling improvement. Many of them were able to return to their homes and families and lead a normal life.

Even patients who had been confined to mental hospitals for ten and twenty years were sent home to relatives who had long since given up hope of ever seeing them again.

As a result of Moniz's success, many brain surgeons in this country became interested in the operation. Experiments were soon under way at the Mayo Clinic and other public and private hospitals. At the George Washington Hospital in Washington, D. C., two brilliant minds in the brain surgery line Drs. Walter Freeman and James Watts, made improvements on the operation, which now gets better results than Moniz ever dreamed of.

But in spite of the impressive results being reported from hospitals throughout the world, no one recommends psychosurgery for every criminal in our prisons nor for every patient in our mental hospitals. But for the worst cases, and where more conservative types of treatment have failed, psychosurgery adds one more ray of hope to an hitherto hopeless situation.

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On Easter Day along a country road
In Palestine two sad disciples walked
Alone; with downcast, doubting hearts they talked
About their Lord. In unfamiliar mode
He came Himself, and spoke with them, and showed
How Christ should be condemned and crucified
That He the gate of death might open wide,
And thus, they reached the town where they abode.
"Stay with us," they besought Him as the red
Of sunset faded into evening gray.
And so, He stayed, and, when He broke the bread,
They knew the Lord had walked with them that day.
Stay with us, Lord, to lift us from the dead;
We need Thy words to quicken us today.

—John D. M. Brown.

JERUSALEM–THE HOLY CITY

(The Educator)

The thoughts of the Christian world at the approach of Easter inevitably turn to the Holy City and the scenes of the last hours of the Savior. The Biblical history of the city is familar to all. Melchizedek, who blessed Abraham, appears in Genesis as "King of Salem. The book of Psalms identifies Salem and Jerusalem or Sion, but the story of Melchizedek is so obsure that no one can say when the Holy City had its beginning. Egypt held it for a time, but about 1400 B. C. the Jebusites, a tribe of Canaan, captured and held it for many years. David captured it from the Jebusites about 1000 B. C. and made it the capital of his kingdom, and there Solomon built the temple where now stands the exquisite Mosque of the Rock.

The ancient city is a little more than a square in area. It is surrounded by a low wall, inside which things are much as they have been for hundreds of years. All around it is the new city modern and lively, dotted here and there by the big religious and charitable foundations built during the half century before the war by the various Christian churches. They provide some of most conspicuous features of the landscape, such as the Russian cathedral, with its onion-shaped dome, the convent of the Mount of Olives and the barrack-like hospice of Notre Dame de France.

The great interest in Jerusalem at this holy season is not, however, in its modern aspect, striking as it is. Unique among all cities of the world, Jerusalem is a holy city to three great faiths, Judaism, Christianity and Mohammedism. Monuments to the great beginnings of all three are there, and now after many centuries of bitterness, all three may worship unhindered at its shrines.

To Christian, the most poigant of the many tragedies of Jerusalem is the Crucifixion of Jesus, which many believe took place nineteen hundred years ago. Reverent research has ascertained with fair certainity the scenes of the last fateful days.

In the wall of Jerusalem there is still to be seen the famous Golden Gate, through which Jesus is said to have entered on Palm Sunday, where the people shouted "Hosanna!" and flung palms in His path. It is also thought to have been the Gate Beautiful, mentioned in the Acts. The masonry is Byzantine, but it is believed to hide older work. It is kept walled up, perhaps by reason of tradition that on a certain Friday a Christian conqueror would enter by it, ending Turkish rule forever.

The Garden of Gethsemane was a beautiful spot on the side of the Mount of Olives, across the Brook Kedron, to which Jesus and His disciples frequently repaired for rest and refreshment. Formerly, no doubt, but larger, it is now a plot about 195 feet square. There are in it seven olive trees, the largest being about 26 feet in circumference. If they are not the original trees that witnessed the agony of Jesus in the Garden, they are certainly off-shoots of them.

The chief Moslem sanctuary of Jerusalem, the Haram-es-Sheriff, built on the site of the temple, can only be

visited by Christians with special permission, and on certain days they are not permitted to enter it. Under the Mosque of the Rock, which stands in the Haram enclosure, is shown the sacred rock where Abraham is said to have made Isaac ready for sacrifice, and there, too, is the carven in which David is said to have prayed. There is also a round hole in the rock which is traditionally reported to have been made by Mohammed's head as he ascended to heaven.

The temple, which was begun by Herod the Great, father of the Herod who beheaded John the Baptist, was still in process of building during the life of Jesus. Its beauty and the splendor of history and religious idealism is symbolized and enshrined affected the heart of Jesus as it did every other Jew. No other city in the history of the world has gained the passionate affection of a people as has Jerusalem. Brooding over it in the last days of Jesus uttered that most moving apostrophe, "O Jerusalem, Jerusalem thou that killest the prophets and stonest them that are sent unto thee, how often would I have gathered thy children together, even as a hen gathereth her chickens under her wing and ye would not."

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ON EASTER DAY

On Easter Day we see the things
Our Risen Lord has done for men;
When they have been raised up to see
That Jesus lives on earth again.

Before the dawn the world is on
Its way to face the Eastern morn,
And Easter sun that's soon to rise
Upon a world of men reborn.

Through Christ, who rose up from the dead
To prove the tomb is not the goal,
That "if man dies, he lives again,"
And death is nothing to the soul.

All strife has ceased upon the earth
As men rise up with one accord
To hail again the risen Christ,
And crown Him King of peace and Lord.

—Laura Emily Mau.

MEDICAL CARE

(Stanly News & Press)

Although a few doctors in the country were giving some thought ten years ago to providing adequate medical care for all the people, the great majority were devoting most of their attention to improving their own knowledge and skill and to taking care of the sick and injured. Legislators, seeing that many persons were not being provided with adequate medical care, began agitation for this care through government supervision —"socialized medicine" as it came to be known.

When Senator Wagner of New York introduced a bill providing for "socialized medicine," the doctors of the nation condemned it almost to a man, and their tactics were to seek to enlist the support of their friends in fighting every type of "socialized medicine." However, when they began to talk to friends about opposition to the bill, they found that the public, while not wholly endorsing the provision of the Wagner bill, nevertheless felt something had to be done in order that all the people might have adequate medical care.

When the doctors found out how the public felt about medical care, they got busy, and as a result of their efforts during the past year or two definite steps are being taken by the medical profession to bring about conditions which will insure adequate medical care for all persons, regardless of their financial status.

The fact that the profession was not alert to the change in public thinking is in no sense a condemnation of it. On the other hand, we believe that every thinking man and woman will agree that no profession has made the progress—has brought more benefits to the public generally than the medical profession. We depend on our family doctors and skilled specialists more than we do members of any other profession, but medical costs have grown in proportion to the increased benefits which have been provided by the profession, with the result that many families have not had the medical attention which they should have had.

The profession is awake to the public demand now, and leading physicians are working diligently on plans which will meet the needs of the public.

Here in North Carolina, a bill is to be introduced in the General Assembly soon which will make it possible for the state, after a reasonable number of years, to have more doctors and more hospitals. Then through a system of insurance, all persons will be eligible for medical care. Governor Cherry has said that he will support the measure, and it has the endorsement of the medical profession as well as thinking citizens of the state.

One of the contributing factors to increased medical costs has been a scarcity of doctors, and that condition cannot be corrected overnight. Neither can it be corrected even if we build more medical schools in the state. The boys and girls must receive encouragement from their parents and their teachers to enter the profession if we are going to fill the need for doctors here in the state. Stanly county has produced very few doctors during

the past 50 years. In fact, we believe that the number can be counted on the fingers. In other words, we have not produced enough doctors to take care of our own needs.

We do not know what will be the fate of the medical care bill in the General Assembly, but we do know that the medical profession is in earnest when its leaders tell us that they intend to do all within their power to provide medical care for all the people, and we believe that the citizens of the state should co-operate with the profession in furthering their plans rather than allow the government to provide medical care under its supervision.

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INSTITUTION NOTES

We are delighted to report that durinthe recent drive for funds for the American Red Cross, the contributions at the Training School were very good, exceeding those of any previous year by approximately $30.00. The boys are to be especially commended for their generous response to the call from this most worthy organization. These youngsters, thinking of fathers, brothers and sisters in our country's service, and with a feeling of pride because more than five hundred students are also serving, gave most generously. From their limited resources, the boys contributed the sum of $44.45; the School's staff of workers gave $143.50; making a total of $187.95.

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The news has come to this office that Mr. and Mrs. James E. Query, who reside near Concord, have recently receivied a letter from their son, Sergeant James L. Query, stating that he was being held prisoner by the Germans. Sergeant Query, a member of an airborne medical unit, was reported missing in action since about the middle of December, 1944, somewhere in Belgium. Nothing further had been heard concerning him until the receipt of the recent letter from a German prison camp.

Sergeant Query was a member of the School's staff of workers for about eight years prior to his induction into the United States Army, March 17, 1942, and had been overseas since early in 1943. His many friends here at the School were delighted to learn that he was alive and well, and are hoping that he may soon be permitted to either rejoin his outfit or be sent back to this country.

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Everett and Samuel Williams, former students at the School, visited us recently. Everett stated that after serving eighteen months overseas with the United States Army, he was given a medical discharge after coming back to the States in July, 1944. He informed us that he was a member of an armored infantry division, and had attained the rank of master sergeant. He took part in the invasion of North Africa, Sicily, Italy and France, and was wounded in Normandy on D-Day, after having advanced about 150 yards on the beach. He is now employed by the Brown Chemical Company, Charlotte, and is studying chemistry

at a night school. The chemical work he is learning has to do with color process in the manufacture of paint.

Sam told us that he enlisted in the United States Navy, December 9, 1940. After completing his basic training at submarine bases at New London, Conn. and at Portsmouth, N. H., he saw considerable active duty in the Southwest Pacific area, operating from an Australian base. Altogether he was overseas about twenty-six months. According to the stripes on his sleeve, his present rating is radio man, second-class. Sam stated that he returned to this country in January, 1945, and was temporarily stationed at Norfolk, Va.

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After quite a lengthy period of silence, we have heard from William S. Morgan, a former member of our linotype class, who enlisted in the United States Navy in November, 1942. Bill now has the rating of radio man, third-class, with a submarine outfit, and his letter from the Pacific area, dated March 18th, reads as follows:

"Dear Mr. Godown: Just received the Christmas edition of The Uplift today, and it was more than welcome. It also reminded me that I am possessed of an extremely guilty conscience because of not having written you for a long time. Am enclosing $2.00 to renew my subscription. The arrival of time. If there is any change coming me to write more often.

"Since leaving San Francisco at the termination of my leave seven months ago, you have no doubt noticed the five changes of address. My present one will, I hope, last for quite some time. If there is an change coming up, I'll soon know about it.

"Just want to tell you that I do miss the old school, especially the printing shop and familiar things that are at present just memories. I take considerable interest in the school activities through The Uplift, and I'm looking forward to the day when I can walk into your office again and sit down for a long talk. I have a million things to say about a million subjects, and I'm sure we'll both enjoy a bit of reminiscing. Believe it or not, I can remember the first article I set on the old linotype. The title was "Virginia, Where America Was Born." Look it up and see if that is not correct. Can also remember when I broke the automatic stop while cleaning it, and then, too, there would be quite a few mashed matrices. Seems funny now, but those things were not son funny then. Then I think of how proud I was when you put me on the new machine. Isn't it strange such things enter a fellow's mind in a place like this? It must arise from a longing to get this war over with and return to take one's place in the great march of time, along with millions of others who want to enjoy all the privileges of a free country, to pursue happiness and to worship God in their own way.

As for myself, I want a good education, specializing in one particular field, so that I can take my place in some worthwhile profession. After seeing all I've seen, I would accept the chance to go to college if I had to sleep in a fox-hole and study by candle-light. It's worth that much to anyone.

"I just can't tell you all I want on a piece of paper. I can touch here and there on a few things, but for a real discussion, will have to wait until I get back to see you, which will probably be eighteen months or two years. One thing I do want to say is that

you're the one to whom I'm grateful for a lot of things that you did not have to do for me, but did them because you thought you might be able to help a kid like me wake up and live, and I want you to know that I appreciate them. I know there must be a lot of other fellows who feel the same as I. There's not much we can do to pay you back, but we can say 'thanks, boss', and prove to you that you were not wasting your time.

"Please give my regards to Mr. and Mrs. Liske, and tell them I'll write soon. Would also like to have any news concerning the school that hasn't appeared in The Uplift, such as changes in staff members, new boys in the shop, new equipment, etc. Is 'Red' Barnhardt still working for the Concord Tribune. Since he is now seventeen, I'm thinking he might enlist in the Navy. By the way, I'm expecting to see J. W. McRorie any day now if things turn out like I think they will. I might even get to see Smitty. They are both around close, I know, but it's hard to get around out here. If I do see Mac, I'll let you know.

"Take care of yourself, and tell everyone at the school 'hello' for me. You folks are doing a great job there. Moulding the proper ingredients and pounding them into a boy's head is a real job—one that won't wait for anything, not even a war. Character building will go on, no matter what happens, and its guys like you who are putting the finishing touches on tomorrow's citizens. Their attitude, actions and thoughts while with you people will influence their lives when they again take their places on the outside. I know what I'm talking about, for I was one of the boys, and I believe many others will tell you the same thing. So all of you keep up the good work you are doing.

"Must say so long for this time. Give my best regards to everybody, and write when you can, for I always enjoy your letters. Sincerely, Bill."

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Mr. A. C. Sheldon, of Charlotte, visited the School last Sunday afternoon, bringing with him as guest skeaker for our regular service, Rev. Hawley B. Lynn, assistant pastor of Myers Park Methodist Church, of that city. He was also accompanied by a group of seven young ladies and three young men, members of the junior choir of that church, who rendered two numbers in an impressive manner.

For the Scripture Lesson, Rev. Mr. Lynn read the first seven verses of the 95th Psalm, and the subject of his message to the boys was "The Test of Heroic Living."

The speaker began by stating that we hear much these days of men who have been decorated for bravery in action. While these reports thrill us and give us a feeling of pride in the soldiers of our great land, we must remember that there are also heroes to be found outside of battles. History tells us that for centuries, the Chinese people did not erect monuments to heroes of war, but to great teachers, writers, doctors and other servants of mankind.

In pointing out the heroic deeds of Colin Kelly, Roger Young, Eddie Rickenbacker, and many others in the news of the day, Rev. Mr. Lynn said those men had distinguished themselves, when in hard places, by doing better than was expected of them.

The heroic decisions of many people, continued the speaker, are not played up in the news. Their deeds are known

only to God. He cited three men who put back into life far more than they took out of it. The first was a physician who spent long hours to produce the formula for the treatment of diabetes. When it was learned what this treatment could do for sufferers from this disease, the doctor was offered fabulous sums of money for his formula. This great benefactor of mankind refused all such offers and allowed his formula to be placed on the market that all sufferers might be benefitted. He next mentioned George Washington Carver, famous Negro scientist, who has been called "the little brown man with the light of heaven in his eyes." He was once a slave, and at one time his owner traded him for a horse. After becoming a great scientist, Carver was offered huge sums by northern business men whereby his remarkable discoveries might be turned into great wealth for himself as well as those who made the offer. Carver refused, choosing to stay in the South and work for the betterment of his people. This ex-slave brought about many miraculous discoveries, especially concerning the ingredients secured from peanuts and sweet potatoes. Another case was that of Dr. Thomas Kelly. As a great physician he could have received a tremendous salary in a large hospital. Instead of doing so, he chose to be a teacher in a medical college and train young men to be doctors. His choice was that of a life whereby he could be of service to other people.

Rev. Mr. Lynn then told the boys the following story: A man was traveling about a strange town. Suddenly, toward evening, he found himself in front of a great building, the finest structure he had ever seen. Approaching the building, he noticed a man standing on the great marble steps leading up to the entrance. In answer to the stranger's question, the man replied: "This is the hall of heroes," and invited him to enter. Upon entering, he was thrilled with the grandeur of the interior of the palatial building, with its great marble stairways, handsome cut-glass chandeliers and other decorations.

On the first floor, the guide told the visitor that here were enshrined heroes of battle. His eyes beheld beautiful statues of Leonidas, Horatius, Lord Nelson, Washington, Robert E. Lee and many other military heroes of days gone by. Here also were memorials to men who attained fame in World War I.

Going up to the second floor, the guide called his attention to the inscription above the entrance, which read, "Heroes of the Lonely Way." He saw huge bronze and marble figures of men who were great pioneers. Among them were Columbus, Magellan, Lewis and Clark. As they went along, the guide told him of the deeds of those great men.

The guide and his visitor then ascended to the third floor, and at the entrance, in the letters of gold, were these words: "Heroes of Truth." The guide spoke of the glory and beauty of truth, adding that in the great struggle of life he was sure that in the end, truth would be victorius. The visitor gazed upon the very life-like statues of Socrates, Martin Luther and of St. Stephen and other Christian martyrs.

Upon going up to the fourth floor both the guide and his visitor were silent. At the entrance, were the words "Heroes of Love," with this inscription

underneath: "Greater love hath no man than this, that a man lay down his life for his friend." The guide left and the stranger entered alone. He was struck with the beauty of the scene. At the top was a beautiful dome. The chamber was lighted by a brilliant white light. In the center was a cross, on which was shown a figure of Jesus. In other parts of the room were statues (finer than any seen on the lower floors) of David Livingstone, Dr. Grenfell, Chalmers, Father Damion and many others. These men were heroes of love. As the stranger looked in awed silence, he heard the sound of distant music, sweeter than any he had ever heard before. The music grew louder and louder, until it seemed to fill the entire room. Then, in clear tones, he heard these words: "Blessing and honor be to God, who reigneth for evermore."

The man quickly turned and ran down the steps. Reaching the first floor, he again met the guide, who said, "Will you come some day to join us here?" and held out his hand as he bade him farewell. As he noticed the outstretched hand, it seemed that he could see nailprints in the center of the palm. He was still further impressed when the owner of the hand said, "In case you come to join us some day, on which floor would you like for me to prepare a place for you?"

In conclusion, Rev. Mr. Lynn told the boys that while there are certain places in life for military heroes, heroes of truth, in fact, heroes in all walks of life, but the most valuable are the heroes of love. He urged them to try to develop the spirit of love as they go through life, and to be listed among those whose efforts are for the betterment of all mankind.

RESURRECTION

Waken, O world, if you would glimpse the wonder
Of God's great primal plan.
Open, O ears, if you would hear the thunder
Hurled from the heights to man.
How long shall Christ's high message be rejected?
Two thousand years have passed since it was told.
Must one again be born and resurrected
Ere man shall grasp again the secret ages old?

What then, the miracle of Easter Day?
What meant the hidden tomb, hidden Might
That conquered death and rolled away the stone
And brought the Master back to moral sight?
This! That throughout the worlds, One Life, unbroken—
Rushes and flames in an unending vow.
Death cannot be, and never has been spoken—
God and immortal life are here and now!

—Angela Morgan.

COTTAGE HONOR ROLL

Week Ending March 25, 1945

RECEIVING COTTAGE

Phil Batson
Thomas Brantley
Charles Brown
Coy Crabtree
Ralph Cranford
Samuel Dill
William Hammond
Harry Mathews
James Perkins
Charles Reeves
Charles Young

COTTAGE No. 1

(Cottage Closed)

COTTAGE No. 2

Louie Ashe
Charles Byrd
Walter Byrd
John McLean
James Norton
Hayes Powell
Jack Ray
James Sneed
Harlan Warren
Clyde Wright

COTTAGE No. 3

Charles Allen
William Britt
Lyndon Barnett
Craven Callahan
Joseph Case
William Doss
Charles Earp
Thomas Everhardt
James Graham
Earl Green
Jack Hensley
James Hensley
Thomas Hyder
Bruce Honeycutt
Cecil Kinion
Samuel Lynn
A. J. McCraw
Jack Oliver
Robert Peavy
William Poteat
Lloyd Perdue
Donald Redwine
William Ussery
Jack Wolfe

COTTAGE No. 4

Robert Blackwelder
Charles Carter
Jeter Green
Eugene Hudgins
Leroy Pate
Thomas Ruff
Paul Stone
John R. Smith
James Smith
Brady Tew
Edward VanHoy
Eugene Watts
Leslie Winner

COTTAGE No. 5

James Gibson
Allen Gibson
McKeever Horne
John Love
Raymond Pruitt
Samuel Price
Robert Wilkins
William Wall

COTTAGE No. 6

Arthur Brooks
Robert Childress
Robert Duncan
Richard Davidson
Keith Futch
William Hawkins
Earl Holleman
George Marr
Stanford McLean
Charles Sellers
Leroy Wilkins
James Waters

COTTAGE No. 7

Robert Bradbury
Talmage Duncan
John Hill
Donald Kirk
Ned Metcalf
Joseph Mitchell
Ray Naylor
Jack Phillips

COTTAGE No. 8
(Cottage Closed)

COTTAGE No. 9
Ray Covington
Kenneth Dillard
Charles McClenney

COTTAGE No. 10
(No Honor Roll)

COTTAGE No. 11
Odean Bland
Donald Bowden
George Cox
Jack Gentry
William Guffey
Edward Hambrick
Fred Holland
Raymond Hunsucker
David Isenhour
Lee Lockerby
Arlon McLean
Alvin Porter
Marshall Sessoms
Maxie Shelley
Ray Shore
J. W. Smith
Thomas Staley
J. C. Taylor
William Walker

COTTAGE No. 12
(Cottage Closed)

COTTAGE No. 13
William Black
Thurman Daniels
Eugene Frazier
Raymond Fillyaw
Rufus Massingill
Walter Neagle
Ralph Putnam
James Southern

COTTAGE No. 14
Charles Blakemore
Everett Bowden
Edward Britt
Clyde Bustle
John Crocker
William Ferguson
Howard Hall
William Lerschell
Landon McKenzie
Troy Morris
William Rogers
Clifton Rhodes
Bruce Sawyer
Grover Shuler
Jerry Smith
James Spence
Lester Williams

COTTAGE No. 15
Frank Bass
Houston Berry
William Cornell
Jack Crump
Robert Flinchum
William Holder
R. V. Hutchinson
Kenneth Hankins
David Kinley
James Knight
J. B. Ledford
Gordon McCann
William Myers
Carl Ransom
Robert Rivenbark
Robert Roberts
Charles Stephenson
Robert Summersett
Kenneth Staley
Dewey Smith
Clyde Shook

INDIAN COTTAGE
Jack Bailey
Peter Chavis
Frank Chavis
Marshall Hunt
Clyde Lochlear
Leroy Lowery
W. C. McManus

INFIRMARY
Robert Elders
Odell Cecil
Clifford Shull

Always listen to the opinions of others. It may not do you any good, but it will them.

APR 9 1945

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THE UPLIFT

VOL. XXXIII CONCORD, N. C., APRIL 7, 1945 No. 14

Operating the Linotype

(See page 3)

Published Weekly By
THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

THE UPLIFT STAFF

GENERAL PRINTING ADVISOR—J. C. Fisher.
ALUMNI NEWS REPORTERS—C. B. Barber, Leon Godown.
FACULTY ADVISORS—J. W. Hines, Mrs. James Kiser.
OFFICE REPORTER—Miss Ellen Niblock.
REPORTERS—John Allen, Leonard Bradley, Robert Flinchum, Gerald Johnson, William Poteat, J. D. Perkins, Donald Redwine, James Sneed, Theodore Young.
SPORTS WRITERS—Coy Crabtree, Leonard McAdams, Edward Renfro.
BOY SCOUT REPORTERS—Robert Flinchum, Bruce Sawyer.
INDIAN COTTAGE REPORTERS—Frank Chavis, Thomas Chavis.
LINOTYPE OPERATORS—Liston Grice, Bruce Sawyer.
CLASS IN PRINTING—Charles Allen, Ray Edwards, John Linville, Barney Mills, Jack Oliver, James Stadler.

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The Uplift

A WEEKLY JOURNAL

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S. G. HAWFIELD, Editor — LEON GODOWN, Printing Instructor

THOMAS JEFFERSON

Thomas Jefferson was the ablest statesman of his day, yet he was the most hated man of his time—called by his enemies an anarchist, a wild man, a destroyer of liberty, and so hated by the respectable and conservative element of his nation that his predecessor in the office of President refused to ride in the same carriage with him. Thomas Jefferson never for one minute changed his goal of a nation of small and independent free men. While it is true that Alexander Hamilton, autocratic right-wing American, was the ruthless and efficient midwife who bossed the birth of this nation and who stood jealous guard over its first decade of stumbling steps, it was Thomas Jefferson, aristocratically born, wild-eyed radical, who became America's godfather and gave to the nation its conscience and its soul. He was so reviled by his enemies that a clergyman stopped a christening because the parents wanted the child given his name. This Jefferson it was who laid out the first blazed trails in that pathway to glory which America must follow, a pathway found and followed by Jackson, Lincoln and Franklin D. Roosevelt.—Selected.

THE PRINT SHOP

The Jackson Training School operates a print shop in the Swink-Benson Trades Building which fills an important function in the life of the institution. There are three major functions of this department, chief of which is the training of boys in the printing trade. The other two functions are the printing of The Uplift, which is the magazine for the institution, and job printing both for this institution and for similar institutions. Because of the fact that so many of the activities are reported through the columns of the magazine, the print shop department represents an important activity here at the school.

The print shop occupies three rooms in the Trades Building. One of these is the composing and press room. One is the store room and the other is the office room for the supervisor.

Boys at Work in Print Shop

This department operates under the supervision of Mr. Leon Godown, who serves as the printing instructor at the school. Mr. Godown has been with the institution for 22 years, and is an expert in his field. His pet hobbies are photography and collection of selections of poetry. Many of the boys at the school seek out an opportunity to have Mr. Godown make their pictures, and when boys who have been released in former years return to the school they almost invariably make a visit to the print shop where their pictures are generally made and they indulge in reminiscences of former times.

The print shop is fairly well equipped for the work of the department. The future program of the school anticipates the installation of some of the more modern types of equipment. However, the present day equipment meets our needs pretty well. The following is a list of the equipment:

1 Babcock "Optimus" cylinder press.
2 linotype machines.
2 small job presses.
6 numbering machines (used in job printing.)
1 Storage cabinet for standing forms.
1 electric stitcher.
1 proof press.
1 30-inch paper cutter.
1 re-melting furnace.
1 Wing mailing machine.
1 combination punch and perforator.
1 International Dictionary and stand.
1 filing cabinet for picture cuts.

In training in this department there are generally six boys in the morning group and six in the afternoon group. The most practical training given in the department is that of operating the linotype machines. The program involves the training of at least six boys at all times on these machines. However, there are several other skills that the boys of this department acquire in their training. Some of these are: (1) operating the hand feed job presses, (2) proof reading and correcting, (3) binding, padding, and trimming, (4) folding, (5) job composition.

Generally, it requires about a year and a half for a boy to become proficient in the various skills of this department. In the course of this time, if a boy has proper talents he may become rather proficient in these specific skills. When a boy first goes into the print shop he does some of the more simple activities and gradually gets into the more complicated experiences. As a rule the boys of the department come from the upper grades of the school since they have already advanced enough in school to be interested in the activities of a print shop.

In addition to the trade skills acquired in the department there are excellent opportunities for a boy to improve his literary education and his grammatical achievements. The boys who work in this department generally do more writing and general reading than any other boys in the school. Always they show great improvement in their spelling and their language attainments. In other words, the work of the department has a distinct educational advantage. Benjamin Franklin once said, "A print shop is a poor man's college."

The most important output of the department is The Uplift, which is the school's weekly magazine. This magazine features the following types of articles:

1. Editorials.
2. Institution notes.
3. Alumni notes.
4. Feature articles explaining the activities of the various school departments, with suitable pictures.
5. Seasonable holiday materials.
6. State historical facts.
7. Articles dealing with vital current issues.
8. Biographical sketches of outstanding national and state leaders.
9. Literary selections of poetry and prose.

This magazine goes to all the superintendents of welfare throughout the state and to other officials who deal directly with juvenile and general social problems. It is rather widely used in a good many school and public libraries. A good many individuals read the magazine regularly and keep a file of all the issues.

In addition to this, the print shop prints all the blank forms used here at the Jackson Training School. The department also does a considerable amount of job printing for other state institutions. It is not our purpose to operate the department for profit in a commercial sense of the word, and for this reason commercial job printing is not featured. The primary objective is training boys, and this, we hope, will always be our dominant purpose.

* * * * * * * *

A TRIBUTE TO THOMAS JEFFERSON

On April 13th this nation will commemorate the anniversary of the birth of Thomas Jefferson. He was born in the year 1743 at Shadwell, Albemarle County, Virginia, about four miles from the city of Charlottesville.

He was the son of Peter Jefferson, a planter, who belonged to the yeomanry rather than to the aristocracy. His mother was Jane Randolph, the daughter of Isham Randolph, a family of great distinction and fame in the history of Virginia. He lost his father at the

age of fourteen, and being the eldest child he became the responsible head of the family of eight children.

Jefferson's early education was entrusted first to a private tutor, from whom he learned Latin, Greek, French, and mathematics. In 1760 when he was seventeen years of age he entered William and Mary College, which at the time ranked as "the best institution of learning in America."

The student Jefferson is described as tall, slender, and raw-boned, with sandy hair and grayish hazel eyes, a snub-nosed, freckled-faced frontiersman who had never seen a mansion, a church, or a village of twenty houses. He was not then regarded as handsome, though in after years he was considered as probably the most attractive in appearance of the great Virginia statesmen. His already curious mind won for him the remarkable fortune of a place in a small group of learned and traveled men, who met to discuss the literature and music, the science and the philosophy of Europe.

After graduating from college he studied law and was admitted to the bar in 1767.

Thomas Jefferson has always had the reputation of being an outstanding statesman in American history. He is particularly famous as a democrat and progressive leader. Some of his critics, in discussing his views pertaining to democracy in government claimed that after spending several years in France at a time when the French Revolution was becoming established there, Mr. Jefferson had been over-indoctrinated with the principles of the French Revolution. Others have said, however, that the French Revolution did not cause him to be a democrat but rather that it deepened his convictions regarding the virtues of democracy.

Jefferson was truly a pioneer in his day in liberal thinking in matters of government, education and religious freedom. It is said that he was "surgeon enough to sew up a wound, tie an artery or set the broken leg of a slave; and enough of a mathematician to calculate an eclipse; he invented a letter-copying press, a revolving chair and a folding chair, a pedometer to measure his walks, a plow that won a gold medal at a French exhibition, and a light two-wheeled vehicle for Virginia's heavy roads." In the fine arts he was a musician, an architect, and a landscape gardener. He could sing well and was forever humming a tune as he rode horseback across the country.

Jefferson was an ardent advocate of the principles of democracy in government. To him this was a passion which led him to have deep convictions, and these convictions often embroiled him in bitter conflicts with such leaders as Alexander Hamilton. For the progress of that time his conception of democratic government was almost a fanciful dream. The rights of common people stirred the very depths of his inner spirit, and he refused to permit his great spirit to be shackled by the narrow and selfish aristocracy with which he associated. He was a brilliant student and a fluent writer.

He probably won his greatest fame as author of the Declaration of Independence. It is said that he worked on this night and day for eighteen days and that he tore up sheet after sheet of paper trying to achieve a perfect expression of his thoughts. When this Declaration was read to the Continental Congress on July 1, 1776, there was a great stir and for three days young Jefferson listened to the bitter debates for and against the document. It was finally approved July 4, 1776, practically as he had written it.

It is a strange coincidence that as Jefferson lay dying, an hour before midnight of July 3, 1826 he whispered, "Is this the 4th?" To quiet him the friends sitting by his bed nodded, and the sick man fell asleep with a smile on his face. Though he did not open his weary eyes upon the 50th birthday of the nation, his heart still beat when the sunrise guns saluted the dawning and again when the noontide bells rang out. In a few minutes more it stopped.

Jefferson was also famous because of the fact that he believed all men were created free and equal. To prove this he freed his own slaves. One of his most famous statements were these words: "I have sworn eternal hostility to all the forces of tyranny over the minds of men." This shows that he had unbounded faith in humanity.

It is true that no man would ever have dared to believe in the great principles of democracy as Jefferson did unless he believed in the good judgment of the common people when they were properly educated.

Among other things Jefferson believed in education for all people. It has been said that "the crowning event of his life was the establishment of the University of Virginia, in 1819."

During his lifetime Jefferson was entrusted with many high hon-

ors; Among these are the following: Member of the House of Burgesses of Virginia, member of the Virginia Conventions of 1774 and 1775, member of the Continental Congress of 1776, member of the Virginia Legislature, Governor of the State of Virginia, member of the United States Congress, Minister to France, Secretary of State of the United States, Vice-President and President for eight years.

On March 4, 1789, Jefferson retired from the White House and spent the remaining years of his life at Monticello. In these latter days he was known as the "sage of Monticello," and to his home came people of prominence from all parts of the world to consult with him on great questions of politics and economics. Often his housekeeper had to provide beds for fifty guests. The demands which were made on his hospitality were so great that he died a bankrupt.

Jefferson asked that three thing be inscribed on his tomb: Author of the Declaration of Independence; of the Statute for Religious Liberty in Virginia; and Founder of the University of Virginia.

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of April 8, 1945

April 8—Lacy Jacobs, Indian Cottage, 15th birthday.
April 8—Bobby Woodruff, Cottage No. 5, 13th birthday.
April 9—J. R. Truett, Cottage No. 4, 15th birthday.
April 10—Benson Wilkins, Cottage No. 14, 12th birthday.
April 11—Archie Melvin Radford, Cottage No. 2, 13th birthday.
April 12—William Leonard Whistnant, Jr., Cottage No. 13, 14th birthday.
April 14—William Poteat, Cottage No. 3, 16th birthday.
April 14—Charles Shore, Cottage No. 5, 14th birthday.

WITH THE UNITED STATES ARMED FORCES

The following list includes the names, as they have come to this office, of members of the staff, former staff members, and former students of Stonewall Jackson Training School, who are now serving as members of the armed forces of the United States. It will be seen that four employees went into the service directly from the School campus. The others listed have, in some cases, been away from the institution for quite a number of years, joining the fighting forces several years after severing their connection with the School.

In checking over the list of our old boys, we find that practically one hundred per cent voluntarily enlisted in "Uncle Sam's" service, rather than wait to be called by the selective service system. It is also interesting to note that many of these fellows had been in their country's service several years prior to the Japanese attack on Pearl Harbor, December 7, 1941.

If any of our readers know of former Training School boys who are now in any branch of service, and can furnish definite information as to their present location, please notify the editor of THE UPLIFT, P. O. Box 32, Concord, N. C. We shall appreciate your co-operation.

Staff Members

Brausa, Ralph J. (Navy)
(d) Carriker, J. L. (Army)
Liner, James H. (Army)
Patterson, James L. (Army)
(‡) Query, Sgt. James L. (Army)

Former Staff Members

(d) Adams, J. E., Jr. (Navy)
Barrier, Major George L. (Army)
Cleaver, James A. (Navy)
(d) Hollingsworth, Jesse G. (Navy)
Parker, Lt.-Col. Samuel I. (Army)
(d) Poole, William E. (Army)
Wingate, Lt. W. J. (Army Air Corps)
Webb, James H. (Navy)

Former Students

Abernethy, Paul (Navy)
Adams, Clyde (Navy)
Adams, Felix (Army)
Alexander, J. Mack (Army)
Alexander, Robert (Army)
Allen, Burl (Navy)
Allen, Julian Herschel (Navy)
Allen, Grady C. (Navy)
Allen, Wayne (Navy)
Allison, John W. (Navy)
Allred, James R. (Army Air Corps)
Almond, Arnold (Army)
Almond, Odell H. (Navy)
(d) Amos, Gerald (Navy)
Andrews, Julian (Marine Corps)
Andrews, Lewis (Marine Corps)
(‡) Anderson, Raymond (Army)
Ashley, Arthur (Army)
Ashley, Cecil (Navy)
Atkins, Howard L. (Navy)
Atkins, Richard (Army)
Atkinson, Hiram (Navy)
Atwell, Robert (Navy)
Atwood, Earl (Army)
(d) Atwood, Hollie (Army)
Bailiff, Wilson (Navy)
Bailey, Richard (Army)
Baker, John B. (Navy)
Ballew, Edward J. (Navy)
(§) Ballew, William P. (Army)
Barber, Winfred V. (Army)
Bargesser, James (Navy)
Barker, Jewell (Army Air Corps)
Barkley, Joel (Army)
(d) Barnes, Henry D. (Army)
Barnes, Norton (Army)
Barrett, Allen (Army)
Barrier, Carl (Marine Corps)
Barrier, William T. (Navy)
(d) Bass, Homer (Navy)
Batson, Jack (Navy)

Batten, John E. (Navy)
Bishop, Garrett W. (Army Air Corps)
Baynes, Howard (Army Air Corps)
(Previously served an enlistment period in the Army.)
Beach, Ernest L. (Army)
Beaver, Albert (Army)
Beaver, Grover (Navy)
(d) Beaver, Walter (Army)
Beck, Monte (Army)
(d) Bell, James (Navy)
(d) Bell, William C. (Navy)
Bell, William G. (Navy)
Beheler, Reid (Navy)
Benson, John (Navy)
Blackman, William (Army)
(**) Blevins, Walter W (Army)
Bolton, James C. (Army)
Bordeaux, Junior (Army)
Bowman, Charles (Army)
Branch, Glatley (Army)
Branch, Horace (Army)
(*) Branch, Robert (Army)
Brantley, Elmond A. (Marine Corps)
Bray, Relons Odell (Army)
Brewer, Clifford (Army)
Brewer, Ernest (Army)
Briggs, Paul (Marine Corps)
Britt, Jennings (Navy)
Broadwell, William (Navy)
(d) Brogden, Norman (Navy)
Broome, Jack (Army)
Broome, Laney B. (Coast Guard)
Broome, Paul (Marine Corps)
Broome, Shannon (Army Air Corps)
Brothers, William (Naval Air Corps)
Brown Aldene (Army)
Brown, Elbert M. (Navy)
Brown, Harold (Army)
Bryant, Elbert (Army)
(d) Bunn, Dewey (Navy)
Bunn, Homer (Army)
Burke, Ensign William H. (Navy)
Burkhead, Dermont (Navy)
Burleson, Lacy C. (Navy)
Burrow, John B. (Navy)
Butler, Femmous (Army
Butner, Roy (Marine Corps)
(d) Byers, Eugene (Navy)

Cable, Nathan (Army Air Corps)
Call, Henry C. (Army)
Campbell, Carlton (Army)
Capps, John T. (Army Air Corps)
Carter, Adrian L. (Navy)
Carter, Douglas (Army)
Carter, Fred (Army)
Carver, Gardner (Army)
Causey, Floyd (Army)
(‡) Causey, James D. (Army)
Cecil, Virgil (Army)
Chapman, Charles (Army)
Chapman, Edward (Army)
Chattin, Ben (Army)
Cherry, Herman (Army)
Cherry, William (Navy)
Christine, Joseph (Navy)
Cline, Wade (Army)
Coats, Clinton (Army)
Cobb, Frank E. (Army)
Coffer, Robert (Army)
Coggins, Mack (Navy)
Collins, Glenn L. (Army)
Connell, Harry (Army)
Connell, James (Navy)
Cook, William (Navy)
Cooke, George C. (Army)
Cooper, Lake (Army)
Cooper, Dewell J. (Navy)
Cooper, Walter (Army)
Corn, James (Army)
Corn, William (Army)
Cowan, Henry W. (Army)
Cox, Howard (Navy)
Cox, J. C. (Marine Corps)
Craft, Arthur (Army)
Crawford, Jack (Navy)
(d) Crawford, Louis (Army)
Crawford, Wiley (Army)
Crotts, Charles L. (Navy)
Crumpler, John (Marine Corps)
Cunningham, David C. (Army)
Cunningham, Jesse S. (Navy)

Dalton, James (Army)
Daubenmyer, Nelson (Army)
Davis, Duke (Army)
Davis, Hubert (Navy)
Davis, James (Army)
Deal, Paul (Navy)
Deese, Horace R. (Navy)
Detherage, James (Army)
Dodd, Carroll (Army)
Donaldson, Harold (Marine Corps)
Dorsett, Douglas S. (Navy)
Dorsey, W. Wilson (Army)
Downes, George (Army)
Downes, William H. (Army)
Driver, Malcom (Army Air Corps)
Drumm, Glenn (Army)
Dyson, Fred (Navy)

Eaker, Arnold Max (Army)
Earnhardt, Donald P. (Navy)
Edmondson, Arthur (Army)
Edwards, Eugene (Navy)

Elders, James R. (Marine Corps)
Elliott, John (Navy)
Elmore, A. C. (Marine Corps)
Ennis, James C. (Navy)
Ennis, Henry (Marine Corps)
Ennis, Noah (Navy)
Ennis, Samuel (Army)
Estes, William T. (Army)
Eury, James (Army Air Corps)
Evans, John H. (Army)
Evans, Mack (Army)
Everett, Carl (Army)
Everidge, Samuel (Navy)

Fagg, Julius, Jr. (Army)
Faggart, John (Marine Corps)
(Enlisted 1929. Made Warrant Officer by Act of Congress, 1941.)
Fanslar, Hubert J. (Army)
Farthing, Audie (Navy)
Faschnat, Mose (Navy)
Fausnet, Bernard L. (Army)
(‡) Ferris, Russell (Army)
Fisher, Edward (Army)
Fisher, John H. (Army)
Flannery, John (Army)
Fralix, Howard B. (Army)
(d) Freeman, Richard (Army)
French, Ian (Army)
Furches, William (Marine Corps)

Gaddy, George (Navy)
Gaddy, William (Navy)
Gaines. Robert (Navy)
Gardner, Horace T. (Army)
Gardner, John (Navy)
Gatlin, Britt C. (Army)
Gautier, Marvin (Army)
Gentry, William (Navy)
Gibson, Merritt (Army)
Glasgow. Mumford (Army)
Glasgow, Norwood (Navy)
Glasgow, Ramsey (Army Air Corps)
(Served in Marine Corps, 1929-1933. Member China Expeditionary Force, '29-'32.)
Glover, Henry (Marine Corps)
Godfrey, Warren (Army)
Godwin, John T. (Navy)
Godwin, Paul D. (Army Air Corps)
Goodman, Albert (Army)
Goodman, George (Army)
(d) Gouge, Jeff (Navy)
Gray, Delma C. (Navy)
Green, Eugene (Army)
Greene, Giles E. (Army)
Greene, Noah J. (Navy)
Gregory, Charles J. (Army)
Gregory, Roy (Army)
(d) Griffin, Charles (Army)
Griffin, James H. (Marine Corps)
Griffin, William (Army)
Grimes, Lawrence E. (Army)
Grooms, J. B. (Army Air Corps)
Guffey, Lawrence (Army)

Hackler, Raymond (Army)
Hall, Brevard A. (Army)
Hall, Frank (Army)
(§) Hall, Eddie Lee (Army)
Hall, Sidney (Army)
Hames, Albert (Navy)
Hames, William R. (Army)
Hamilton, Jack (Navy)
Hamilton, Leo (Navy)
Hampton, Robert (Navy)
(*) Haney, Jack (Marine Corps)
Hardin, Wilbur (Navy)
(d) Hare, James M. (Army)
Harper, Robert B. (Army)
Harris, Brown (Navy)
Harris, Edgar (Army)
Harris, Ralph (Navy)
Hawkins, Bruce (Navy)
Hawkins, William T. (Navy)
Head, Elbert (Army)
(d) Heath, Beamon (Navy)
Hefner, Charles (Army)
Hefner, Eugene (Navy)
Hensley, David (Army)
(d) Hensley, Frank C. (Army)
Hensley, J. B. (Navy)
Hendren, Isaac (Navy)
Hendrix, John (Army)
Henry, Charlton (Navy)
Hicks, Garland (Army)
Hicks, Odie (Marine Corps)
Hildreth, John (Army)
Hill, Doyce (Army)
(d) Hill, Urban (Army)
Hill, William (Army)
Hines, Hubert (Army)
(d) Hines, Woodrow (Army)
Hodge, David (Army)
Hodge, Dallas (Army Air Corps)
Hogan, Gilbert (Army)
Hogsed, John R. (Army)
Hoke, Bernice (Navy)
Holland, Burman (Army)
Holland, Donald (Army)
Hollars, Ralph (Army)
Holloway, Hubert (Army)
Holmes, John (Army)
Holt, Archie (Army)
Honeycutt, Richard (Navy)
Hooks, Hubert (Army)
Hornsby, Thomas H. (Navy)
Honeycutt, Nathaniel (Army)

Honeycutt, Richard (Navy)
Howard, Jack (Navy)
Howard, Marvin (Navy)
Hoyle, James C. (Army)
Hudson, Hoyette (Army Air Corps)
Hulan, Norman (Navy)
(Previously served an enlistment period in the Army.)

Ingram, John E. (Navy)
Irby, Earl (Army)
Irwin, Raymond (Army Air Corps)

(*) Jackson, Edgar (Marine Corps)
Jackson, William (Navy)
Jenkins, Fred (Navy)
Johnson, Clawson (Army)
Johnson, Coley (Navy)
Johnson, Edward (Navy)
Johnson, Hugh (Navy)
Jolly, James D. (Navy)
(d) Jones, Mark T. (Navy)
Jones, S. E. (Marine Corps)
Jordan, James E. (Army)
Journigan, Horace (Navy)

Keen, Clinton (Army)
Keith, Monroe (Army)
Keith, Robert (Navy)
(§) Kellam, James (Navy)
Kelly, Grady (Army Air Corps)
Kelly, Jesse (Army)
King, Cleo (Army Air Corps)
King, Frank L. (Army)
King, Jesse (Navy)
King, Marvin (Navy)
King, Thomas (Army Air Corps)
Kinder, Marius (Army)
Kinley, Robert (Marine Corps)
Kirksey, Samuel (Navy)
(d) Kivett, Clyde A. (Army)
Kivett, John (Army)
Knight, Thomas (Army Air Corps)
Knight, Thurman (Army)
Knight, William S. (Army)
Koontz, J. Milton (Army)
Kye, George (Army)
Kye, James (Army)

(‡) Lamar, A. C., Jr. (Army)
Land, Reuben (Army)
Land, Wilfred (Marine Corps)
Landrum, Luther H. (Army)
(d) Lane, Floyd C. (Marine Corps)
Lane, James E. (Navy)
Langford, Olin (Army)
Langley, William (Army)
Laramore, Ray (Army)
Lawrence, Robert (Marine Corps)
Leagon, Harry (Army)

Ledford, Harvey L. (Army)
Ledford. James (Marine Corps)
(*) Lemly, Jack (Army)
Lee, Valton (Army)
Lett, Frank (Army)
Lewallan, Paul R. (Army)
Link, Bruce (Navy)
Long, Joseph H. (Army)
Long, Loyce (Army)
Long, Stacey L. (Army)

Mabe, McCree (Army)
Martin, Willie H. (Army Air Corps)
Mathis, D. B. (Jack) (Marine Corps)
(*) Matthews, Douglas (Army)
Matthews, Harley P (Navy)
Maddox, Walter A. (Army)
May, Fred (Navy)
May, George O. (Army)
Mayberry, Douglas J. (Army)
Medlin, Clarence (Army)
Medlin, Ervin J. (Army)
Medlin, Wade (Navy)
(‡) Medlin, Wilson (Army)
Meeks, William L. (Navy)
Merritt, Edgar (Army)
(Previously served an enlistment period in the Army.)
Merritt, Julian (Army)
Michaels, J. C. (Navy)
Miller, Latha (Navy)
Montford, James B. (Army
Montgomery, Samuel (Navy)
Moose, Claude L. (Marine Corps)
Morris, Everett (Navy)
Morris, Jack (Army)
Morrow, Chas. W. (Army Air Corps)
Morrozoff, Ivan (Army Air Corps)
Morgan, William S. (Navy)
Murphy, Lemuel (Army)
Murphy, Norvelle (Navy)
Murray, Edward J. (Army)
Muse, Robert (Navy)
Myrick, Julian E. (Army)

McBride, Irvin (Army Air Corps)
McBride, J. Lee (Navy)
McCain, Edward G. (Navy)
(d) McCarter, Thomas (Navy)
McColl, Vollie O. (Navy)
McCoy, Hubert (Army)
McDonald, Ralph B. (Navy)
McEntire, Forrest (Marine Corps)
McEntire, John (Navy)
McFee, Donald M. (Army Air Corps)
McGee, Norman (Army)
McHone, Arnold (Navy)
McKay, John C. (Marine Corps)
McKee, Thomas R. (Army)
(Enlisted 1937)

McNeely, Robert (Army)
(Enlisted 1933)
McNeill, Preston (Army Air Corps)
McPhail, Daniel E. (Navy)
McPherson, Arthur (Navy)
McRorie, J. W. (Navy)

Nelson, Larry (Navy)
(d) New, William (Army)
Newsome, Percy, (Army)
Newton, Willard M. (Army)

(‡) Odum, David (Army)
Owen, Fred, Jr. (Marine Corps)
(d) Owen, Howard (Army)
Owens, Blake C. (Army)
Owens. Leroy (Army)
Owens, Norman (Army)
Oxendine. Earl (Navy)

Padrick, William (Navy)
Page, James (Army)
Parker, Albert B. (Army)
Parker, Richard (Navy)
Pate, Hansel (Army)
Patterson, James (Navy)
Patterson, Joseph (Navy)
Patton, Richard (Navy)
Payne, Joy (Army)
Peake, Harry (Marine Corps)
Pearson, Flay (Army)
Pennington, Grady (Army)
Pickett, Claudius (Army)
(§) Pickerel, Clyde (Army)
Pittman, Hoyle (Navy)
(d) Pittman, Ted (Marine Corps)
Pittman, Walter (Army)
(**) Plemmons, Hubert (Army)
Pope, H. C. (Army)
Porter, Frank J. (Army)
Potter, Linwood (Army)
(d) Powell, Wilson (Marine Corps)
Presnell, Robert (Army)
Pyatt, Jack (Marine Corps)

Quick, James (Navy)
Quick, Robert (Army)
Quick, Simon (Navy)

Ramsey, Amos (Army)
(Previously served an enlistment period in the Army.)
Ransom, B. T. (Navy)
Rash, Burris (Army)
Reavis, James (Army)
(d) Reep, John (Navy)
Revels, Grover (Navy)
Reynolds, D. C. (Navy)
Riggs, Walter (Navy)
Rivenbark William W. (Army)

(Served in Marine Corps, 1933-1938.)
Rhodes, Paul (Army)
Robbins, John (Navy)
Rogers, Hoyt W. (Army Air Corps)
Roberts, Lonnie (Navy)
Robertson, John C. (Army)
Robinson, Perry (Army Air Corps)
Rochester, Nicholas (Navy)
Rogers, Eulice (Army)
Routh, Walter (Army Air Corps)
Russ, James P. (Army)

Sands, Thomas (Navy)
Scism, Arlee (Navy)
Seibert, Fred (Army)
(*) Sexton, Walter B. (Army)
Seymore, Malcom E. (Navy)
Scott, Archie (Army)
Shannon, William L. (Navy)
Shaver, George H. (Navy)
Shropshire, Hassell (Army)
Sides, George D. (Navy)
Simmons, Horace K. (Navy)
Sistar, Walter B. (Army)
Sloan, Lonnie (Army)
Sluder, Wayne (Army)
Small, Clyde E. (Army)
Smith, Jesse (Navy)
Smith, Julius D. (Navy)
Smith, Oscar (Army)
Smith, Ventry (Navy)
Snider, Samuel (Navy)
Snuggs, Charles L. (Navy)
Spears, James (Navy)
Speer, Carl (Navy)
Springer, Jack (Army)
Sprinkle, Raymond (Army)
Stack, Porter (Army)
Stallings, William (Navy)
Stanley, Brown (Coast Artillery)
Stepp, James H. (Navy)
Stepp, Ralph (Army)
Stines, Loy (Navy)
Strickland, Earthie L. (Army)
Strickland, Robert W. (Army)
Stubbs, Ben (Army)
Sullivan, Richard (Army)
Sutherland, Jack (Navy)
Sutton, J. P. (Army)

Talbert, Morris (Navy)
Talbert, O. D. (Army)
Talbert, Steve (Army)
(d) Talley, Lytt (Army)
(x) Taylor, Daniel (Army)
Tessneer, Calvin C. (Navy)
Teeter, Robert E. (Army)
Thomas, Harold (Navy)
Thomas, Hilliard (Army)

Thomas, Richard **(Army)**
Threatt, Sidi (Army Air Corps)
Tipton, Kenneth (Navy)
Tobar, William (Army)
Tolley, John R. (Navy)
Troy, Robert (Army)
Tuck, Julian (Army)
Tuck, Lester (Marine Corps)
Tucker, Joseph (Army)
Turner, Lee V. (Navy)
Tyson, William E. (Navy)

Uptegrove, John W. C. **(Army)**

Waldrop, Ned (Army)
Walker, Frank (Navy)
Walker, Glenn (Army)
Walker, Oakley (Army)
Walker, Robert (Army)
Walsh, Harold (Army)
Walters, Melvin (Army)
Ward, Eldridge (Army)
Ward, Hazen (Army)
Ward, Leo (Army Air Corps)
Ward, Robert (Army)
(Enlisted 1928)
Ware, Dewey (Army)
Ware, Torrence (Navy)
Watkins, Floyd A. (Army)
Watkins, Lee (Army)
Watson, Lieut. Lemuel (Army)
Watts, Everett (Navy)
Watts, James (Navy)
Watts, Boyce (Army)
Weaden, Clarence (Army)
Weathers, Alexander, Jr. (Army)
Webb, Charles R. (Army)
Webster, John D. (Army)
(d) Whitaker, John H. (Navy)
(*) Whitaker, William E. (Army)
White, Marshall (Coast Artillery)
Whitener, Richard M. (Army)
Whitley, John P. (Navy)
Whitlock, Winfred (Army)
Whitten, Thomas M. (Army)
Widener, Charles (Navy)
(d) Wiles, John D. (Army)
Wiles, Fred (Army)
(Enlisted 1927)
Wilhite, Claude (Army)
Wilhite, George (Army)
Wilhite, James (Army)
Wilhite, Porter (Army)
(d) Williams, Everett (Army)
Williams, Louis (Navy)
Williams, Samuel R. (Navy)
Williams, William R. (Navy)
Williamson, Everett (Navy)
Wilson, John C. (Army)
Wilson, Kenneth (Navy)
Wilson, Thomas (Navy)
(*) Wilson, William J. (Army)
Winn, J. Harvard (Navy)
Wood, James L. (Army)
Wood, William T. (Navy)
Wooten, Charles (Navy)
Wrenn, Lloyd (Army)
(‡) Wright, George (Army)

Yarborough, Preston (Army)
York, John R. (Army)
(**) Young, Brooks (Army)
Young, R. L. (Marine Corps)
Young, William F. (Army)
Young, William R. (Army)
Ziegler, Henry F. (Navy)

Former Students in Merchant Marine Service

Hammond, Edward
Hill, Caleb
Hillard, Clyde
Lambert, Jay
Smith, Glenn W.
Shinn, Alwyn Y.
Stutts, Edward
Williams, Horace
Woodard, Arthur B.

(‡) Prisoner of war.
(§) Missing in action.
(*) Killed in action, or died from wounds received in action.
(**) Died while in service.
(x) Died while being held prisoner.
(d) Discharged from active service.

LOCAL HAPPENINGS

Reported by Boys of the School Department

The School Canteen in Operation

By John Allen, 8th Grade

During the past several weeks, the Training School Canteen has been opened once a week in order to fill the boys' orders. The boys order from their cottages and they are taken to the office, checked, filled, and taken back to the cottages to the individual boys that have money to their credit in the office treasury.

For a few weeks before opening the canteen much time and money were spent in order to obtain the articles that are at the present being sold there. These different things were bought from merchants in Concord, Charlotte, and other places in the surrounding district.

The opening of this canteen was made possible by the contributions of quite a few prominent business men of Concord. We wish to take this opportunity to thank them publicly for their contributions. The profit that is made by selling of the articles in the canteen will be used for some worthy purpose in having something for the benefit of the boys. Of course, it will probably take quite a while to obtain a large enough sum for anything that can and will be used for the boys' benefit, but it will not be so long at the rate that sales are going at the present.

Some of the articles that the boys can order from the canteen are candy, gum, cakes and cookies, tooth paste and tooth powder, belts, kites, combs, mirrors, picture frames, shoe laces, and shoe polish, needles, powders, hand lotion and many other articles that the boys can use and would want.

Every Thursday the canteen is is opened and the orders are filled. Sometimes between a hundred to two hundred boys order with the sales amounting to between twenty-five and thirty-five dollars per week.

Many of the boys at the school don't even know whether their orders are coming from the canteen or from town, so this article is also for the purpose of letting them know about the opening of the canteen.

Friday Afternoon Chapel Program

By J. D. Perkins, 8th Grade

We had an interesting program here at the school on Friday afternoon of last week. It was about Easter. Mrs. Kiser was in charge. I think every teacher and boy enjoyed it very much. The stage was decorated beautifully. The program was as follows:

(1) Song—"Christ Arose," by all; (2) Bible Story, by Mrs. Kiser; (3) Prayer, by Craven Callahan; (4) Songs—"Laughing Spring" and "'Tis Easter," by third Grade boys; (5) Poem—"An Easter Light," by James Swinson; (6) Poem—"Easter Bunny," by Walter Byrd; (7) "Easter Bells," by eleven boys—Kermit Wright, Odell Cecil, Hayes Powell, Clay Shew, Charles Alexander, Donald Redwine, Eugene Murphy, Leroy Wilkins, Robert Elders, Ralph Cranford and Ray Covington; (8) Poem—"Easter Surprise," by Maxie Shelly; (9) "An Easter Song," by James Swinson; (10)

Poem—"Spring Fever," by Clay Shew; (11) Poem—"Easter Resolve," by Calvin Davis; (12) "Belief in the Resurrection," by six boys: Sebarn Garmon, McIver Horne, J. B. Ledford, Woodrow Davenport, Robert Walters and Fred Holland; (13) Song—"Beautiful Garden of Prayer," by all.

Friday Morning Chapel Program

By Robert Flinchum, 8th Grade

The chapel program on Friday morning of last week was opened with a song by all. The song was "Christ Arose." Next came a Bible story by Mrs. Kiser. Then came the prayer by James Sneed. After the prayer, the third grade boys sang two songs, "Laughing Spring" and "'Tis Easter." Next came a poem, "An Easter Light," by James Swinson. Next there was a poem by Carlos Faircloth, entitled "An Easter Bunny." Next came "Easter Bells," by eleven boys (Edward McCall Howard Manus, Lyndon Barnett, David Eaton, Paul Carpenter, Defoye Inman, Kenneth Dillard, Lindsay Elder, Franklin Stoner, Nolan Morrison and Benson Wilkins. The last thing was a poem, "Easter Surprise," by Reeves Lusk.

Picnic

By Kenneth Staley, 8th Grade

Last Sunday evening, Mr. James H. Hobby and his group of thirty-one boys went on a picnic. They all had a swell time, and they had plenty to eat and drink. After they had eaten, each boy was given an even number of Easter eggs, with which they had an egg hunt. Some of the boys pitched horse shoes, and others ran around playing other games. We are very grateful to Mr. Hobby for preparing good times for us boys.

B. T. U. Meeting—Intermediate Group

By Gerald Johnson, 8th Grade

First, we had a song entitled "When They Ring Those Golden Bells." Then we had our program for the week. The first part was given by Jack Benfield, the second part by Ned Metcalf, the third part by Hilton Reid, the fourth part by Gerald Johnson, and the last part was given by Jack Gentry.

Three boys then read some parts out of the Bible. The first part was taken from Matthew 6:30-33. The next was from Phillipians 4:19, and the third was from John 14:6.

The boys then sang another song entitled "When the Saints Go Marching In." Ned Metcalf then assigned the parts for next week. We were dismissed by Ned Metcalf.

B. T. U. Meeting—Junior Group II

By Ralph Gibson, 6th Grade

The first part on the program was given by Ralph Gibson, and it was entitled "A Strange Death." The second part was read by Mr. Isenhour, and it was entitled "An Empty Tomb." The third part was given by Jack Phillips. It was "The Return to the Father." The fourth part was given by George Guyton. It was "A Place for You." The fifth and last part was given by William Brooks, and it was entitled "A Door to a New Home." Mr. Isenhour then told us what the lesson meant. Following this, the group was dismissed.

B. T. U. Meeting—Junior Group I

By John Allen, 8th Grade

First during the meeting Mr. Snyder assigned the program parts for the next Sunday. Last week the parts were not assigned and they didn't have any speeches for their Sunday program. After the parts were assigned, Mr. Snyder read some from the quarterly about the crucifixion and resurrection of Jesus Christ. When the reading was finished he led the boys in prayer.

Then followed a discussion of the crucifixion of Christ and his rising again. He told them about the Jews who were mocking Jesus and the thieves who were crucified beside him. He told them about the lovers of God and Jesus who were very sad at the time of the crucifixion and that they were happy at his rising.

Next, the boys had sentence prayers in which many of them took part. Then they went to the auditorium with the other groups, and after singing "The Old Rugged Cross" they were dismissed.

New Boys at the School

By Jack Oliver, 8th Grade

We are very glad to report that eighteen new boys started to school April 2nd. Mrs. Hawfield received only one boy in her first grade. He is Haney Gassoway. Ralph Cothrin was placed in Mrs. Morrison's second grade. Mrs. Kiser, our third grade teacher, received five of the boys. They were as follows: Emory King, Edward Morgan, Lester Ingle, James Parker and Jerry Oaks. In our fourth grade, Miss Baird was given three boys. They were: George Swink, Lawrence Owens and Edward Guinn. Mrs. Dotson, our fifth grade teacher, received three boys: Howard Herman, Harrison Minor and Charles Lyda. Our sixth grade teacher, Mr. Corliss, was given two of the boys, Richard Johnson and Martin Walters. Jesse Black and R. V. Tuttle went to the seventh grade. Charles Reeves was the only boy placed in Mr. Hines' eighth grade. We hope each of these boys will be successful in their work and advance rapidly in their school grades.

News Items of Interest

By John Allen, 8th Grade

Mr. Sam Kennett, one of our cottage officers, who has been in the Cabarrus Hospital for several weeks, because of a broken leg, is getting along fine now and will soon be able to return to the school. Some of the officers have been up to see Mr. Kennett quite a number of times. We all hope that he will soon get well and we hope to have him back with us very soon.

Barney Mills, a member of the printing class and of Cottage No. 2, is getting along fine now with his broken arm. Barney broke his arm one night last week while playing in the gymnasium. He is going to school all day, as he isn't able to work. We hope his condition continues to improve and that he will soon be able to go about his regular duties as usual.

Dwight Murphy, of Cottage No. 13, has just returned from the North Carolina Orthopedic Hospital, Gastonia, where he has been for two or three weeks, receiving treatment for

a broken leg. He was working with the barn force when he fell from a moving wagon, catching his leg in the spokes of a wheel. He is improving rapidly and we wish him a speedy recovery.

Easter Program at the School

By John Allen, 8th Grade

Instead of the regular class periods, the boys of the third grade gave a program in the auditorium during the Sunday school hour on Easter morning. This program consisted of several Easter songs and speeches. There were twenty-two boys who took part in the exercises.

First on the program was a solo, "Christ Arose," by Mrs. Kiser, the third grade teacher. She sang the stanzas and the boys joined in on the chorus.

Next were two songs, "Springtime" and "'Tis Easter," by the third grade group. Following these was a recitation by James Swinson, and two songs by eleven boys. James Swinson then sang a solo. Then eleven boys took their places on the stage, each one carrying a large letter, and when these were properly arranged, they spelled "Easter Bells." Each boy told what the letter he was holding represented.

Due to a lack of time, the program was shortened. A group of boys sang one more song, which was followed by the entire congregation joining in singing "The Beautiful Garden of Prayer."

Boys Attend Services

By Jack Gentry, 8th Grade

On Good Friday, three of the boys, William Poteat, James Stadler and Jack Benfiield, went to All Saints Episcopal Church, Concord. The service lasted from 12 o'clock until three o'clock in the afternoon. These boys appreciate d this opportunity very much.

Then on Sunday, the boys who are members of the choir at All Saints, went to the Easter service. These boys are: Jack Benfield, Jack Gentry, William Poteat, Harold McKinney, Raymond Hunsucker, George Guyton, James Stadler and Melvin Radford. Mr. Albert Willis, who comes out after the choir boys each Sunday, took the lads through the Willis Hosiery Mill, and to other parts of the town until time for the church service. There was no session of the Sunday school that day.

Harlan Warren, Carlton Pate and Walter Byrd attended the Easter service at the Reformed Church, Mt. Pleasant. Mr. and Mrs. Tompkinson, cottage officer and matron, accompanied them. They all reported that it was a very nice service and that they enjoyed it.

Three boys attended the Easter service at the Central Methodist Church, Concord. These boys, Robert Blackwelder, John Allen and Gerald Johnson, are regular attendants at this church.

Thomas Staley, Robert Flinchum, Kenneth Staley and Alvin Porter, who are members of the Southside Baptist Church, near Concord, attended the Easter service there. They stated that it was a wonderful service and that they were thankful for the opportunity of attending this church occasionally.

Easter Egg Hunt

By Thomas Stallings, 8th Grade

To celebrate the Easter season, the

boys of several of the cottages and school rooms had Easter egg hunts.

On Saturday afternoon, the Cottage No. 14 boys went on an Easter egg hunt. There were to be two large nests of eggs hidden, and the two boys finding them were to receive prizes. The eggs were hidden by Mrs. Dotson and Mrs. Dutton. The hunt was enjoyed by all of the boys in this cottage.

Mrs. Miller's and Mrs. Kiser's Easter Egg Hunt

By Jack Oliver, 8th Grade

First, the eggs were hidden between the road and Cottage No. 6. The boys had a joyful time looking for them. Among the eggs hidden was one "lucky" egg, and James Sneed, of Cottage No. 2, found it. William Holder found the most eggs for the third grade group, and James Chavis was the lucky one among the Indian boys. The boys then went over near the Indian Cottage, where the eggs were hidden again. After the eggs were found this time each boy was given two of them. Then the boys were served lemonade and cookies. Needless to say, they enjoyed the refreshments very much. We would like to take this opportunity to thank Mrs. Liske for making the lemonade.

Third Cottage Egg Hunt

By Jack Oliver, 8th Grade

The boys of Cottage Number Three had a very fine time on their Easter egg hunt last Sunday afternoon. Mr. Sappenfield and two of the boys hid the eggs. When they were all hidden, the rest of the boys came out of the cottage to look for them. No boy found more than four eggs. Charles Allen and James Graham each found four, and most of the other boys found three, two and one each. A few of them did not find any, but received their share just the same. All the boys wish to thank Mr. and Mrs. Sappenfield for this good time.

APRIL IN NORTH CAROLINA HISTORY

(We the People)

IT HAPPENED IN APRIL

April 1, 1882. First telephone exchange opened in State.
April 3, 1775. Second Provincial Congress met.
April 4, 1912. Charles B. Aycock died in Birmingham.
April 6, 1800. Fire destroyed records of Mecklenburg Declaration.
April 7, 1777. First Assembly met at New Bern.
April 7, 1781. Cornwallis reached Wilmington.
April 9, 1865. Surrender at Appomattox.
April 11, 1900. Charles B. Aycock nominated for Governor.
April 12, 1776. North Carolina's delegates instructed to vote for freedom.
April 12, 1861. Fort Sumter attacked.
April 13, 1865. Lincoln Shot.
April 15, 1791. George Washington Visits Halifax.
April 17, 1844. Henry Clay in Raleigh.
April 20, 1865. Last meeting Confederate Cabinet in Charlotte.
April 21, 1868. Three day election on Constitution of 1868 began.
April 24, 1791. Washington at Wilmington.

April 25, 1862. Fort Macon surrenders.
April 26, 1865. Johnston surrenders in Durham County.
April 27, 1584. Amadas and Barlowe left England.
April 28, 1864. Washington, North Carolina, looted by Federals.

Three hundred and sixty years ago this month the English explorers Philip Amadas and Arthur Barlowe, left the British Isles on their initial trip to America which brought them to the coast of North Carolina. This marked the beginning of the development of North America as an English-speaking nation. The men were sailing under authority granted to Sir Walter Raleigh by Queen Elizabeth. They were instructed to explore the new country for the purpose of providing information that would lay the foundation for colonization of the New World by the English. Their reports of the climate and soil they found in eastern Carolina, particularly the islands in the sounds, were so enthusiastic that Raleigh followed the exploratory expedition with colonies, one of which became known as the "Lost Colony."

The month of April is rich in anniversaries of Pre-Revolutionary events and also of the end of the revolt against England so far as North Carolina was concerned. On April 7, 1781, Lord Cornwallis reached Wilmington. This was the beginning of the end of the presence of organized British troops in this State. Cornwallis had left the indecisive battlefield at Guilford Courthouse and retreated to Wilmington where he made plans to join the British in Virginia, only to be forced to surrender at Yorktown.

On April 3, 1775, the Second Provincial Congress of North Carolina met in New Bern. This Congress met in the response to the call of John Harvey, who headed the resistance to the Crown. It was called to meet at the same time and place as the Colonial Legislature. Realizing that the Royal Governor would in all probability refuse to allow the Assembly to continue its work if it did not do what he asked, John Harvey as a member of this Assembly called a meeting of the Provincial Congress at the same time. His idea was that when the Assembly was adjourned the Congress could continue the work because the same men were elected to the Congress and to the Assembly.

Evidence of the temper of the people of this colony toward the Royal Government is found in their actions in this Second Provincial Congress in New Bern and the subsequent action of North Carolina's representatives on April 12, of the next year in instructing our delegates to the Continental Congress meeting in Philadelphia to vote for independence. These instructions were given our delegates by colonial authorites meeting in the town of Halifax.

On April 6, 1800, a fire in Charlotte which destroyed the records of the meeting of Mecklenburg County people on May 20, 1775, started a controversy about the Mecklenburg Declaration of Independence which still occupies the attention of historians. The destruction of these records in the fire resulted in the actual happenings at the Mecklenburg meeting in 1775, being a matter of recollections of those who participated. Some historians believe the Mecklenburg Declaration was a valid and bold

pronouncement of independence while others are inclined to think that it was not quite as strong as a Declaration of Independence.

Another event of Revolutionary nature was the first meeting of a North Carolina Legislature, sitting as representatives of the free state, which was held in New Bern on April 7, 1777.

April brings the anniversaries for the beginning and the end of the War Between the States so far as North Carolina is concerned. The opening gun of this war was fired by South Carolina troops on Fort Sumter in Charleston harbor on April 12, 1861. Lincoln's call for troops three days later paved the way for North Carolina's secession.

The final events in the War Between the States took place in North Carolina during the month of April 1865. After the surrender of the Confederate forces at Appomattox on April 9, 1865, the final military events of the war resulted in the surrender of General Johnston to General Sherman at the Bennett House, seven miles from Durham, on April 26, 1865. A little less than a week before that time on April 20, 1865, the last meeting of the Cabinet of the Confederate States was held in Charlotte. President Jefferson Davis and the members of his cabinet fled from Richmond after the Appomattox surrender. Crossing North Carolina to a refuge further South, they held a meeting in Charlotte on April 20 which proved to be the final meeting of this group as representatives of organized government.

Other events connected with the War Between the States which happened in North Carolina during April were the surrender of Fort Macon on April 25, 1862, and the looting of the town of Washington by Federal troops on April 28, 1864.

April also is the anniversary of two other events that influenced the history of this State in the Reconstruction period. On April 13, 1865, President Lincoln was shot and later died. This, of course, resulted in the elevation of a North Carolinian, Vice President Andrew Johnson, to the Presidency of the United States. Lincoln's death gave the National Congress, which wanted to treat the South as conquered territory, more complete control of post-war policies in dealing with the South, and these were much harsher than Lincoln intended. Out of this grew the birth of the present Constitution of North Carolina. On April 21, 1868, the voters of this State, under the armed supervision of Carpet-Baggers and Scalawags, went to the polls to vote on the Constitution of 1868.

This election continued for three days and resulted in the adoption of the Constitution

April is the anniversary of the visits of two great Americans to North Carolina. One of these visitors was George Washington, who on his Southern tour in 1791 reached the town of Halifax on April 15, 1791. He continued his tour through this State and was in Wilmington on April 24 of the same year. From there he went to South Carolina and other southern states, but was back in this state during the month of May.

The other visitor was Henry Clay, who came to Raleigh on April 17, 1844, during his speaking tour in the South. It was while in Raleigh one

hundred years ago this month that Clay took the stand against the annexation of Texas which some historians believe helped defeat him for the nomination for the Presidency of the United States.

April is the anniversary of the nomination of Charles B. Aycock for the governmentship by the Democrats of the State. He won this nomination on April 11, 1900. He died almost twelve years later to the day while making a speech on education in Birmingham, Alabama, before a meeting of the State Convention of the teachers of that state. Tradition has it that the last word he uttered before he suddenly collapsed was "education." He died on April 4, 1912.

In these days of rapid communication it is difficult to realize that only 62 years ago on April 1, 1882, the first telephone exchange established in North Carolina was set up in Raleigh.

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INSTITUTION NOTES

John Milton Koontz, a former student at the School, visited old friends on the campus last week. Milton, as he was best known here, was once a member of Cottage No. 2 group, and during the greater part of his stay with us he worked on the barn force.

It is interesting to note that Milton and David Cunningham, another student, were the first boys to go directly from the Training School to the United States Army. When registering with the local selective service board, both boys asked for immediate induction.

Milton was inducted into the Army, November 7, 1942, and shortly thereafter was sent to Camp White, Oregon. After receiving training in an infantry unit there, he was transferred to Camp Patrick Henry, Virginia. In April, 1943, he went overseas, and was a member of the 91st Infantry Division, in Italy, for approximately twelve months. He wears a combat infantry badge, together with a service ribbon showing that he has seen action in the Mediterranean theatre of war, also a service star which denotes participation in a major engagement.

While in Italy, Milton was injured in a truck accident and was forced to spend about four months in an army hospital in Naples. Upon returning to New York, he was placed in a hospital at Camp Keller, New Jersey, and was later transferred to a convalescent hospital at Camp Butner, near Durham, N. C.

This young man will be twenty-one years old on August 3rd. He has developed into a husky-looking chap, and appears to have almost fully recovered from his injuries. His many friends at the School were delighted to see him and he seemed equally pleased to be back with us for a little visit.

—:—

A recent issue of The Charlotte Observer carried rather lengthy news items with reference to "Carolina Men Behind B-29's." One item stated, "their care of the giant bombers makes it possible to blast the heart of Japan." These news releases came from Bomber Command Headquarters

on the Island of Guam. The men referred to are members of a combat unit commanded by Brigadier General Emmet O'Donnell, Jr., who led the first B-29 striking force from Saipan to bomb Tokyo's aviation industry on November 24, 1944. We read further that "the work of these men and their fellow soldiers is directly responsible for the success of the B-29's in bombing Japan's war industries." General O'Donnell said in congratulating them: "These men realize their responsibilities in the pre-mission tasks of insuring the maximum chance for the safe return of air crews. Without the spirit of teamwork which has been exhibited by every man, our pioneering job, which is only just beginning, could not have been a success. They have given their services fully and in complete disregard for personal comforts and pleasures in lieu of hard work and long hours."

Among the men listed from North Carolina was Sergeant Robert W. Alexander, of China Grove. We are quite certain this is the Robert Alexander who came to the School from Gastonia, but upon leaving, went to live with his sister in China Grove. He entered the School, September 2, 1932 and was permitted to leave, July 9, 1936. While with us he was in Cottage No. 15, where he was employed for a while as house boy. During the rest of his stay here, he was a member of the dairy force. According to information found in Robert's file, he enlisted in the United States Army, November 26, 1939. Two or three progress reports were received some time later and they showed that he was still in service. Robert is now twenty-four years old.

We have just learned that another of our old boys has made a very good record in our country's armed forces. A recent news item in The Charlotte News read as follows: "Corporal Paul D. Godwin is now authorized to wear two gold overseas service stripes. He has been in Italy for the past twelve months, where he is a cook in the officers' mess of a veteran 15th Army Air Force heavy bombardment group. He entered the Army, August 18, 1943, and holds the Good Conduct Medal. He is also entitled to wear the EAME campaign ribbon with two bronze battle stars and the Distinguised Unit Badge."

This is the third time this boy's Army record has been mentioned in The News within the last fifteen months, and his friends at the School are very proud of the fine service he is rendering in this great war.

During his stay at this institution, Paul was in Cottages Nos. 4 and 14, the most of his work experiences were acquired as a member of the various outdoor groups. He left the School, January 10, 1941, returned to Charlotte, where he continued to make a good record, and eleven months later he was given an honorable discharge from further parole supervision.

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In a recent issue of The Charlotte News we noticed a picture of several North Carolina men who have been in foreign service for three years. It was very pleasing to note that among these veterans was the picture of Master Sergeant Joseph B. Grooms, of Charlotte, a former student here.

We recall that our friend J. B. has been commended several times for meritorious service rendered. More than two years ago he was commend-

ed because of the "highly efficient" part he played in the bombardment of the Japanese-held Wake Island. That citation stated that the award was made "Because of your knowledge of your job and the highly efficient manner in which you performed it. You have aided in creating a very favorable impression on the Naval and Marine forces with which we are cooperating, thereby reflecting great credit upon your organization." Then in July, 1944, The News carried an item stating that his commander commended him for "complete devotion to duty" during "personal hardships" which had been of greater magnitude than ever before experienced by his organization.

In August, 1944, another news item stated that J. B. was chief radio maintenance mechanic in the 13th's famous "Long Rangers" bomber group. He has been awarded four battle stars for his Asiatic-Pacific campaign ribbon, and also holds the Good Conduct Medal.

The recent paragraph accompanying the picture of the North Carolinians, stated that the 13th is the "jungle air force" that has battled the Japs from Guadalcanal to Formosa and China, and that they wear Asiatic-Pacific campaign ribbons with five battle stars, and the Presidential Unit Citation.

We very pleasantly recall this young chap who, while at the School, became adept in radio repair work, and was frequently called upon by various members of the School's staff of workers, when their radios would get out of order.

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We regret to note that the casualty list which appeared in last Sunday's Charlotte Observer, carried the name of James Howard Kellam among those of the United States Navy members reported as missing. He had attained the rating of electrician's mate, second-class, USNR. While this was the first that we had heard concerning Jimmy's service record, we are certain he is the lad who came to the School from Greensboro, a little more than fifteen years ago. The news item stated that he was married and that his wife lived in Charlotte, and also gave the name of a brother Charles. Jimmy's file shows that he had a brother by that name, so there is every reason to believe that he is the same lad. Jimmy was twenty-five years old on July 20, 1944.

James Kellam entered the School, February 3, 1930, and remained here until August 17, 1935, at which time he was permitted to work on a farm for Mr. Hall Black, in Cabarrus County, making his home with his employer. While at the institution, he was a member of Cottage No. 10 group, and worked as house boy and in the bakery. He was a very nice boy, with a most pleasing personality, and his conduct was excellent. He was placed in the third school grade and had been in the seventh grade several months at the time of leaving us. While working for Mr. Black he attended Bethel High School for a while. He later returned to his home in Greensboro.

—:—

Last Sunday's Kannapolis Independent carried the pictures of three Tuck brothers, of that city, and an interesting write-up about them. Two of the boys, Julian and Lester, were once students at the Training School.

Julian Tuck is in the United States Army, and has been overseas since April, 1943. He first went to Eng-

land, where he served in a military band until the invasion of France. He is now a corporal with a quartermaster's corps in Belgium. While in England, he married an English girl, and we understand that she plans to come to the United States soon, bringing their baby daughter with her. Julian, who is now thirty-two years old, left the School in August, 1930.

Lester Tuck is now a first-class private in the United States Marine Corps. He volunteered for service in February, 1944. After receiving basic training at Parris Island, S. C. and at Camp Lejune, N. C., he went overseas in August, 1944. He has participated in several battles and is now on Iwo Jima with the Fourth Marine Division. He is twenty-six years old, married and has two children.

—:—

In the April 5th issue of The Charlotte, Observer, the casualty list included the name of Carlton Campbell, of West End, N. C., who was a student here at one time. This young man, now twenty-six years old, is a member of the United States Army, and received his wounds in the European theatre of war.

Carlton came to this institution, March 16, 1932, and remained here until February 2, 1935, when he was conditionally released to return to his home at West End. He was first placed in Cottage No. 3, but was later transferred to Cottage No. 7. At the time of leaving, he had advanced from the second to the fifth school grade. He worked on the general work line for some time and was then changed to the barn force.

For three years after this lad left the School, progress reports coming in from time to time, carried the information that he was getting along fine. Upon first returning to his home, he secured employment in a furniture factory, where he got along very nicely. In June, 1938, another report stated that he had been in a CCC camp for about a year and was making a fine record, and was sending the regular allotment of $30,00 home to his mother each month. Upon recommendation of the superintendent of public welfare, he was granted an honorable discharge, July 13, 1938.

We regret to learn of Carlton's misfortune, and trust he will soon recover sufficiently to get back with his outfit or return to this country.

—:—

Superintendent Hawfield recently received a letter from William L. Meeks, a former student, who is now in the United States Navy. While Billy did not state how long he had been in the service, he said that he was writing from somewhere in the Pacific, and was enjoying Navy life immensley.

Billy entered the School, February 1, 1943 and remained here until August 11, 1943, when he was conditionally released to return to his home in Wallace. Since this lad was in the tenth grade prior to coming to this institution, he did not attend school while here, but was employed in the printing department all day. Upon going back home he attended high school. Judging from several letters received from him, he got along splendidly with his studies. Billy's record while at the School was very good, and we have every reason to believe that he will continue to make good as a member of Uncle Sam's Navy.

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The casualty list appearing in the

columns of The Charlotte Observer, issue of March 29th, included two of our former boys—one having been killed in action and the other being held prisoner by the Germans.

It was with much regret that we noted the second name on the list under the heading, "Navy Dead" was that of Private Edgar Jackson, USMC. The next of kin, his father, Mr. George R. Jackson, Rex, N. C., corresponds with information in our files.

Edgar came to the School, March 1, 1933, from Rex, Robeson County, and remained here until he was conditionally released, December 2, 1937. He was a member of the Cottage No. 8 group and was employed on the general work lines for about three and one-half years; in the carpenter shop for three months and on the barn force for about eight months. He entered the second school grade and at the time of leaving had advanced to the fifth grade. At the time of returning to his home, Edgar was eighteen years old, and would have been twenty-six years old on the 23rd of next September. According to progress reports concerning this lad's adjustment at home, we find that he got along all right for about six months, and arrangements had been completed for his enrollment in a CCC camp. An honorable discharge was issued to him, June 27, 1939. We had received no further news of his activities since leaving us until seeing the account of his death in the paper.

Our deepest sympathy is extended to this young man's surviving relatives and friends in their hour of bereavement.

The first name to head the casualty list as prisoners of war, in this same issue, was that of Raymond Anderson, of Mount Airy. He was listed as having been captured by the Germans, but nothing was said about the location of his unit at the time of his capture.

Raymond came to this institution, March 16, 1939 and was conditionally released to go to live with his sister at Dobson, N. C., August 20, 1940. During his stay with us he was in Cottage No. 15 and worked with the dairy force and as house boy. His record at the School was very good, and we received excellent reports on him after his return to Surry County. On February 22, 1941, Raymond was issued an honorable discharge. This was done upon the recommendation of Mr. Bausie Marion, superintendent of public welfare, who reported: "his conduct has been good, therefore, I recommend that he receive his discharge on the merits of his excellent behavior.

As well as we recall, Raymond has been overseas for more than two years. Some time ago, Mr. Marion told us that Raymond met one of his brothers in North Africa, whom he had not seen for more than a year.

—:—

On Easter Monday, we received a nice Easter card and a letter from Corporal William Norton Barnes, who is in Germany with the Third United States Army. His letter, dated March 22nd, reads in part, as follows:

"Hi Pop!: Received your letter today. Thanks for the pictures, especially the one of yourself. Don't believe you have changed much since I last saw you. I certainly appreciate your sending me the addresses of several of the old boys whom I knew there, and I only hope I can get in touch with them soon. When Frank Cobb writes again, please send me

his address. Sorry I can't give you anything more on Frank King. When I last heard from him, he was in Italy, but that was some time ago. Have tried several times to contact him, but no luck.

"Well, pop, if you want to send me something, I'd like to have some 120 or 620 films. They are really scarce over here. I have some films being developed now, and when they are returned, I'll send you a couple of shots of myself and a couple of pals.

"I still can't forget the re-union idea and am sure the other guys will like it, too. When you write different ones, get their opinions about it. I'm sure everything could be worked out all right. What a time we could have talking about everything that has happened since we left the old school.

"Since gettting your letter, I find that I was near Freddie Seibert a few months ago—probably within a few blocks of him for just a short time. Wish I had known he was there at the time, for I sure would have looked him up.

"Still enjoy reading The Uplift. Thanks for sending them. Give my best regards to everybody at the school. Lots of luck to you, and be good. Goodnight, As ever, Norton Barnes."

—:—

We recently received a letter from Clyde A. Kivett, a former member of our printing class, who has been working as linotype operator-machinist for a Statesville newspaper, since being discharged from the United States Army about two years ago. Clyde's letter, dated April 3rd, reads as follows:

"Dear Mr. Godown: Just a few lines to tell you that the family and I are well. Hope you are in the best of health and having a good time in your fine work.

"I saw Hubert Hines not long ago. Was under the impression that he was in the Marine Corps, according to a news item, but learned that he is a staff sergeant in the Army. At present, he is on a rotation furlough from overseas. He told me that he would try to visit the folks at the school if at all possible. Hubert also told me that he saw Robert Branch, a former student at J. T. S., get killed in the Pacific area.

"Tell Mr. Liske that he might be interested in knowing that Kenneth Chambers is one of the most prominent young business men in Statesville. At present he is part owner of two successful businesses in our city.

"Am enclosing a remittance to renew my subscription to The Uplift. I thoroughly enjoy reading each issue. If you have a spare linotype operator I'd appreciate any consideration that you could throw my way. Please give my regards to those who remember me, and don't forget that I would like to hear from you soon. Lots of luck to you, old friend. Sincerely, Clyde A. Kivett."

—:—

A news item in The Charlotte Observer reveals that Staff Sergeant Eddie Lee Hall, who was with an infantry division of the Third United States Army, has been missing in action in Germany since February 24th. He had previously been awarded the Silver Star Medal, the Purple Heart and an oak leaf cluster for gallantry in combat. Eddie Lee has been in the Army between three and four years and has been overseas about fifteen months.

In August of last year, his picture appeared in The Charlotte News, together with his brother, Brevard A. Hall, also a former student of ours, but nothing had been heard concerning either of them since that time until the recent news item stating that Eddie Lee was missing.

We remember this young man as a very pleasant chap in the Cottage No. 5 group, and it is our earnest hope that much better news concerning him will be forthcoming in the near future.

—:—

Rev. A. C. Swafford, pastor of Forest Hill Methodist Church, Concord, conducted the service at the School last Sunday afternoon. After commenting briefly on the ever beautiful Easter story, he brought the boys a message on the beauty of living the right kind of a life.

As we look around us at this season of the year, said the speaker, and see the wonders of nature, we marvel at God's handiwork. The beauty of the trees as they put on new life, the gorgeous coloring of the flowers and the songs of the birds at early morning make a picture that no artist can portray upon canvas. He told how a man from Boston, who was visiting in this state in the spring, wrote this message back to one of his friends: "If there is a Paradise anywhere on earth it certainly is in North Carolina."

As fine as all these things are, continued the speaker, the very finest thing God ever made is a fine boy or girl. To look into the face of a boy who wants to be a noble man is much finer than the most beautiful flower ever seen.

Rev. Mr. Swafford then told of a sermon that came from the lips of an eight-year-old boy in his Sunday school class. The little fellow told the story something like this: "Me and some other boys were talking about Christ being killed. How they made m carry the heavy cross up the hill, and how he gave out, and another man carried it for him. Now if us boys had been there, we would have carried that cross for Jesus."

Those boys, said Rev. Mr. Swafford, had caught the true spirit of Calvary. Young as they were, they were beginning to realize the meaning of the lesson which teaches us to "bear one another's burdens."

The speaker then pointed out that if a person did something wrong, such as taking something that did not belong to him, it would not make everything all right to simply say, "I'm sorry," and restore the article. To apologize or make restoration doesn't do away with the sin itself. A sin cannot be undone. There is only one thing that can be done on God's part, and that is to forgive. None but God can forgive. Every sin has death in it because Christ died for the sins of mankind.

As we all know, Christ died, said the speaker. The mob treated him shamefully. They buried him. They sealed the grave and guarded it. It was their purpose to make it clear to the people that Jesus was an imposter, a false prophet who had been making claims which they were now going to definitely prove untrue.

The wonderful power of Jesus, continued Rev. Mr. Swafford, made it possible for him to overcome all that had been done to destroy him. After three days in the tomb, he arose from the dead that he might live forever in the hearts of those who love him. One thing we must remember is that Jesus

rose on Easter morning in order to give all men the power to be good—like most of them really want to be. If Christ does not come into a person's heart, it is because that person will not permit him to do so.

COTTAGE HONOR ROLL

Week Ending April 1, 1945

RECEIVING COTTAGE

Coy Crabtree
Ralph Cranford
Samuel Deal
William Hammond
James Perkins
Charles Reeves

COTTAGE No. 1

(Cottage Closed)

COTTAGE No. 2

John Allen
Harvey Arnett
Louie Ashe
Charles Byrd
Walter Byrd
Haney Cothrin
Robert Furr
Ralph Gibson
Gerald Johnson
Donald Kirk
Chester Lee
Harold McKinney
John McLean
James Norton
William Phillips
Marshall Prestwood
Van Robinson
James Sneed
Harlan Warren
Clyde Wright

COTTAGE No. 3

Charles Allen
Landon Barnett
Craven Callahan
William Doss
James Hensley
Thomas Hyder
Samel Lynn
Robert Lee
A. J. McCraw
Jack Oliver
Robert Peavy
Donald Redwine

COTTAGE No. 4

Robert Blackwelder
John Fine
Robert Hogan
William Lewis
Roy Miller
Leroy Pate
James Parker
Thomas Ruff
Paul Stone
John R. Smith
J. R. Truitt
Wesley Turner
Brady Tew
Edward VanHoy
Robert Walters
Eugene Watts
Leslie Winner

COTTAGE No. 5

Allen Gibson
James Gibson
McIver Horne
John Love
Samuel Price
Robert Wilkins
William Wall

COTTAGE No. 6

Arthur Brooks
Earl Gilmore
Jesse Hamlin
William Hawkins
Stanford McLean
Robert Mason
Nolan Morrison
Clay Shew
Leroy Wilkins

COTTAGE No. 7

Robert Bradbury
Horace Collins

James Knight
Ned Metcalf
Joseph Mitchell
Ray Naylor

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Ray Edwards
Liston Grice
Charles McClenney
Richard Johnson

COTTAGE No. 10

(No Honor Roll)

COTTAGE No. 11

Odean Bland
Donald Bowden
Earl Brigman
George Cox
Jack Gentry
William Guffey
George Guyton
Edward Hambrick
Elmer Heath
Alvin Hilton
Fred Holland
Raymond Hunsucker
Lee Lockerby
Charles Morgan
James Ray
Ray Shore
J. W. Smith
Thomas Staley
J. C. Taylor
William Walker
Martin Walters

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

William Andrews
William Black
Thurman Daniels
Raymond Fillyaw
Rufus Massingill
William Whistnant

COTTAGE No. 14

Charles Blakemore
Everett Bowden
Edward Britt
Clyde Bustle
William Ferguson
Howard Hall
William Lerschell
James Milloway
Troy Morris
Pedro Mckenzie
Lawrence Owens
Clifton Rhodes
William Rogers
Bruce Sawyer
Grover Shuler
Hubert Smith
Jerry Smith
Thomas Styles
James Spence
Milton Talley
Lester Williams
Vincent Wilkins

COTTAGE No. 15

Frank Bass
Houston Berry
Jack Benfield
William Correll
Harold Foster
Jack Crump
Robert Flinchum
William Holder
R. V. Hutchinson
Kenneth Hankins
James Knight
J. B. Ledford
Gordon McCann
Robert Myers
Hilton Reid
Robert Rivenbark
Charles Stephenson
Robert Summersett
Kenneth Staley
Harvey Squires
Clyde Shook
Coy Wilcox

INDIAN COTTAGE

Ray Covington
Peter Chavis
Thomas Chavis
Allen Hammond
Clyde Lochlear
W. C. McManus

INFIRMARY

Clifford Shull

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THE UPLIFT

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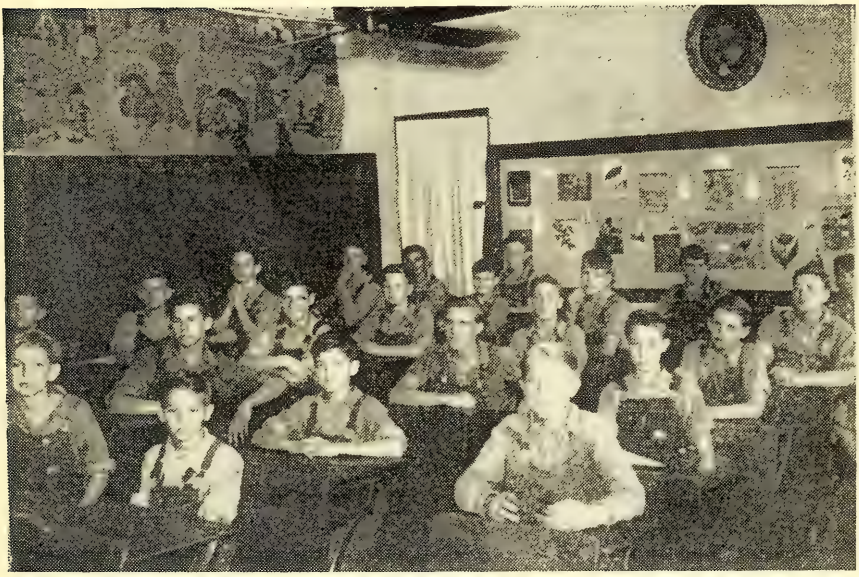

Fifth Grade Pupils in their Classroom

(See Page 3)

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THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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The Uplift

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

LOYALTY

When you work for a man, in heaven's name work for him. Speak well of him and stand by the institution he represents. Remember, an ounce of loyalty is worth a pound of cleverness. If you must growl, condemn and eternally find fault, resign your position, and when you are on the outside, damn him to your heart's content; but as long as you are a part of the institution, do not condemn it. If you do, the first high wind that comes along will blow you away, and probably you will never know why.—Elbert Hubbard.

THE SCHOOL DEPARTMENT

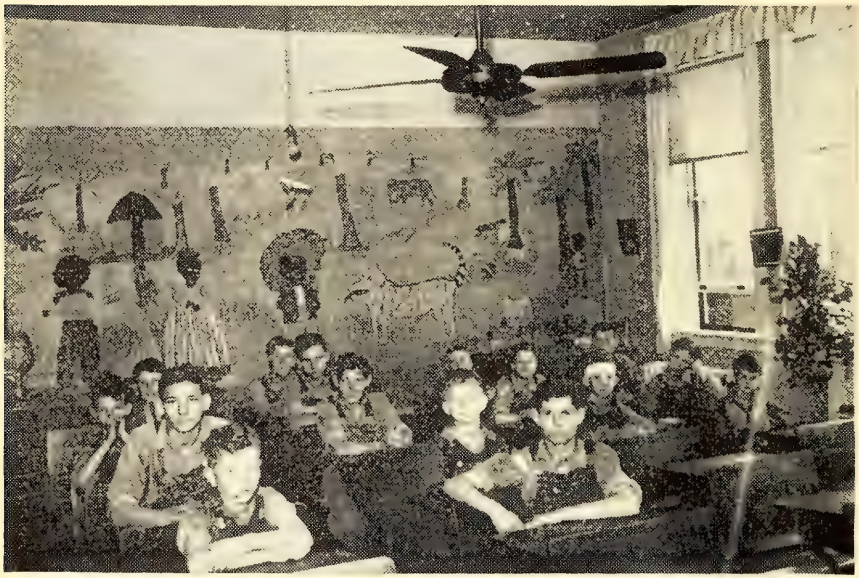
The school department occupies a position of first importance among the various departments of the school. It is our purpose always to give the greatest emphasis and consideration to the activities of this department.

Within recent months more thought has been given towards the improvement of the school than to any other department.

It has been our predominant thought that every boy sent to the training school should be given as much education as possible during his days here. In other words, we think all the boys should go as far as they can in the academic school during their stay with us.

The chief objectives of the school department are: (1) to inspire the boys with an ambition, or to implant in them a strong desire to want to learn and be somebody; (2) to help the boys master the tools of learning and as much subject matter as possible; (3) to develop good traits of character through wholesome activities—such traits as dependability, truthfulness, honesty; (4) to promote for all, good

standards of social adjustment, including good sportsmanship, courtesy, self-control, and cleanliness; (5) to cultivate a better appreciation of good books and wholesome literature; (6) to help the boys to be informed about current events; (7) to promote a sense of responsibility in taking care of public property.



First Grade Pupils and their "Black Sambo" Mural

In the school department our policy is to take the boys where they are in their progress and begin with them there. In most instances, we find that the boys who come to us have not only failed to make normal progress in school, but they have developed a dislike for school. In other words, in our situation it is not a question of beginning with a six-year old child who is enthusiastic about going to school and whose parents have conditioned his attitudes favorably towards school, but instead we find it necessary to undo much that has been done and to create anew the desirable attitudes. Generally, we tell a boy that his ultimate release from the school will de-

pend to a considerable extent upon his record in the school department.

During their stay here at the school the boys work a half-day and go to school the other half-day. The school term extends over a twelve-months' period. Frequently, however, there are intervals when teachers are away on their vacations and for other reasons and the boys are outside all day for a few days. The twelve-months' term is necessary for accomplishing the desired results, since the boys go to school for only half a day.

When the new boys come to the training school they are given an intelligence test and an educational achievement test. These tests are given for placement purposes and are to be used for reference to a boy's case history. At later intervals the achievement tests are repeated in order that we may have a check-up on the progress that each individual boy is making in his work, and on the progress that the entire school is making. These tests have been quite helpful, since they have indicated the remedial work needed in each individual boy's case.

The present organization is as follows:

Grade	Teacher	Enrollment
1st	Mrs. S. G. Hawfield	37
2nd	Mrs. W. M. Morrison	51
3rd	Mrs. James Kiser	48
4th	Miss Lillian Baird	51
5th	Mrs. James Dotson	57
6th	Mr. J. D. Corliss	57
7th	Mr. Joe N. Bass	36
8th	Mr. J. W. Hines	36
Indians	Mrs. C. L. Miller, Jr.	8

The school department occupies the educational building. In this building there are nine classrooms, a library, an auditorium, a motion picture projection room, and the principal's office. This building also houses the school store room and another large storage room for clothing, shoes, etc.

During recent years our purpose has been to make the interior of the building and the classrooms as attractive and cheerful as possible. The classroom walls have been reconditioned and repainted in

bright colors, such as light blue, light pink, and ivory. The woodwork in some of the classrooms has been repainted with white enamel, and this helps the rooms to be much more colorful. Our belief is that it is very helpful to make the environment cheerful and attractive. In all the classrooms there have been placed a number of attractive and suitable pictures.

The library has recently been reconditioned and beautified. The walls have been painted a bluish gray, with battleship gray shelving on two sides. The windows are furnished with beautiful draperies in brilliant colors. The room is equipped with tables and chairs with seating arrangements available for approximately 30 boys at any one time. The library room is equipped with attractive, suitable pictures, such as "Robin Hood," "St. Francis of Assisi," "Galileo," "Caxton," "Joan of Arc," and "The Boyhood of Sir Walter Raleigh." Within recent years an earnest effort has been made to equip the library with books definitely suited to the needs of the boys. All the books now in the library were selected from the State's approved list for standard schools. They are books that deal with animals, adventure, airplanes, biography and nature. Many of these are on the primary grade level because many of the boys in the upper grades, in their free reading periods, enjoy these simple books. The library is well supplied with encyclopedias and general reference books.

In recent years a big objective has been to equip the school so that it would meet the State's requirements for standardized schools. In order to build towards this end, in recent months we have purchased a good supply of supplementary readers, which are used in addition to the basal textbooks. At the present time there are 1,345 supplementary readers in 62 different sets. In addition to this, there have been purchased all the maps and globes necessary for standardization. These materials greatly enhance the instructional possibilities of the school.

One of the important features of the School program has been the excellent assembly programs presented from time to time by the various grade groups. Many of the boys have here their first opportunity to perform on the stage and participate in dramatics of any form. In too many instances when they were in the public schools they were shunted to the background because others were more versatile than they. We try to give all the boys a chance to do the things

which they want to do and which they can do successfully. In this way, we are trying to build into their lives a feeling of self-pride and self-esteem, and, incidentally, of course, to develop whatever talents they might have.

The teachers also try to develop the boys' talents in art and music.

In their recreational periods, the boys have a good many opportunities to play games such as volleyball, basketball, and baseball. Generally, there are three or four teachers on the grounds to supervise these activities. There is need, however, of strengthening this phase of the work, and there is urgent need for further development of the after-school play period for the afternoon group.

Finally, it should be stated that there is a definite relationship between the school work in the classrooms and the outside work experiences of the boys. A good proportion of the supplementary reading material deals with civics, farm life, sports and games such as are played at the school. It is thought that this strengthens the motivation of the work and adds purpose and meaning to it all.

* * * * * * * *

CALAMITY HOWLERS

In all human relationships and associations the "calamity howlers" are ever present and by their much and loud speaking make themselves very conspicuous. They are to be found in the army, in the homes, in the schools, in the various institutions, and in all walks of life. They are those among us who always seem to be expecting some great catastrophe or a grave calamity to happen, and day by day they seem to be sorely disappointed if these terrible things fail to occur. They are those whose greatest joys in life seem to come from being able to say occasionally, in a spirit of triumph, "I told you so."

Likewise these calamity howlers seem to take great delight in fault-finding, and spreading gloom and despair wherever they go. Others who see them daily learn to expect and to listen for their pronouncements of despair, for it is a patent fact that they can always find something to criticise, and nothing suits them exactly. In their daily work, for every reason why certain things should be done, they succeed in finding several excuses why they should not be done.

There is an old legend in New England which says that once upon a time a farmer, upon returning to the house from the barn, informed his wife that their cow had died during the previous night. The good woman remarked: "That's just what I've been expecting." She then asked her husband about the cause of the cow's death. He informed her that the cow had swallowed the grindstone. The wife again replied with her usual comment: "That's just what I've been expecting."

On the popular radio programs now being presented by George Burns and Gracie Allen the role being played by the "Postman" is a rather perfect example of chronic gripers. The very tone of the voice of the comedian playing this part fulfills the pattern of a miserable person saturated with the spirit of self-pity and a deep feeling caused by fancied grievances.

But generally the great tragedy is that those who live in this gloomy, doleful, self-pitying frame of mind seem never to realize their own weaknesses. As a rule though they are expert in seeing the imperfections of others, never stopping to make a self-analysis or self-appraisal.

However, these are the miserable people who need to learn that the world admires the man who never flinches, but who calmly, patiently, and courageously grapples with his daily problems.

The story is told that once upon a time when a Spartan youth complained to his father, as fillows: "My sword is too short," his father replied: "Add a step to it."

It is reported that once upon a time a famous general held a council of war with his generals. One general described the route by he would suggest a retreat. Another thought it better to retire by a different road. General after general told how he would withdraw or fall back. At length all eyes were upon the great commander who had been a silent listener for hours. He arose, took a bundle of papers from his pocket, handed one to each general and said, "Gentlemen, at dawn you will execute these orders." Every paper gave definite directions for an advance and the army on the next day moved forward to victory.

LOCAL HAPPENINGS

Reported by Boys of the School Department

A Daily Turn

By Jack Oliver, 8th Grade

Last Friday, four of the Boy Scouts from the School troop did their daily turn. Mr. Ralph Mullinax came out to the school to get the boys. They were: Craven Callihan, Harry Matthews, Jack Oliver and David Prevatte. Afterward we went to the Armory. First we loaded about sixty chairs on a truck. Next we took them to the Scout Hall to unload them. After we had them in line we left. On the way back to the school Mr. Mullinax told us how grateful he was that we could help him.

Show

By Ray Edward, 8th Grade

"Air Force" was the feature picture last Thursday night. It was shown in the auditorium at the School. The cartoon was "Flop Goes the Weasel." The boys enjoyed the picture very much and are looking forward to next week's picture.

Letter-Writing Time

By Leonard Bradley, 8th Grade

Last week was letter-writing time again, and all the boys were glad they could write home. They look forward to it every month.

The eighth grade boys went up to Mrs. Hawfield's room and wrote the letters for the first grade boys. These boys are glad that they can help the smaller boys in the lower grades, and the boys are glad and appreciate all the larger boys do for them.

The boys are all looking forward to letter-writing time next month.

Boys Are Released

By Raymond Cloninger, 8th Grade

This week three boys were released and have gone home. Their names and homes are as follows: (1) Harlan Warren, Taylorsville, was in the eighth grade. Harlan was in Cottage Number 2. (2) Clyde Billings was in Cottage Number 5, and he was in the sixth grade. Clyde lives at Wilkesboro. (3) Robert Walters' home is at Lumberton. While he was here he was in Cottage Number 4. He was in the third grade here.

How I Like the Training School

By Charles Reeves, 8th Grade

I am a new boy here at the Training School, and I like it very much. I think the Training School is a very fine place for boys. I am hoping that every other boy and I make good records here at the Training School. I think that all the teachers and officers here at the school will try to help us do so. I am in the eighth grade in the Training School and in the Receiving Cottage, and we do mostly truck farming.

I think that it is nice that there are picture shows and church services for the boys to attend.

Dr. Cox Visits Dairy

By Harvey Squires & Jack Benfield, 8th Grade

The annual inspection for T. B. and Bang's disease are carried on jointly by the N. C. Depeartment of Agriculture and the U. S. Department of Agriculture. Dr. William Moore, state veterinarian, is in charge of the Program, and Dr. Cox came to the school Friday morning to test the herds of the school to see if they were healthy or to see if they had any kind of disease. He first vaccinated the cows and then he took a specimen of blood from each individual cow or heifer. After vaccinating and taking blood samples from all Holstein cows he then took samples from the beef herd which consists of about seventy-five head of cattle. After taking samples from all the herd (which took about four hours) he left the school to go to Monroe to test cows there While he was at the school the dairy boys helped by holding cows and washing the needles for him after each injection.

Visiting Day

By Jack Gentry, 8th Grade

On visiting day several of the eighth grade boys had company. One lady asked the eighth grade boys to sing. They sang a while, and some more company came in. Mrs. Staley was was visiting Kenneth Staley and Tommy Staley. Mrs. Staley enjoyed the singing.

Mrs. Everhart visited the eighth grade, also. A girl, visiting with her, was asked to sing. She played the piano. William Poteat sang a few songs with her. We all appreciated the singing and playing very much.

There were several other boys who had company. Jack Oliver had company. All the eighth grade enjoy having visitors come and visit their room. They are always welcome.

Bakery Is Being Painted

By George Hill, 8th Grade

Recently the bakery has been painted. The carpenter shop boys painted the bakery Tuesday evening. Mr. Liske took charge of the carpenter shop boys because the officer in charge had his evening off. The boys did a very nice job although they got a lot of paint on themselves.. Although it was very hot weather, the boys enjoyed painting the bakery. Mr. Liske gave the boys a cold Pepsi!

School Gets Carrots

By George Hill, 8th Grade

The training school got a truck load of carrots from Morganton. Mr. Liske went after them. He took the school's truck. He left one night and came back the next morning. The boys like the carrots very much. The boys appreciate Mr. Liske's going after the carrots. The carrots are being kept in the Ice Plant. They are kept cool and crisp. They are being given to the different cottages for the boys to eat.

Special Visitors

By Jack Oliver & Thomas Stallings 8th Grade

We are glad to report that four Nurses from the Cabarus County Health Department came out to visit the School last week. Miss Catherine Pace and Miss Alice Kenney are on

the staff of the Cabarrus County Health Department.

The Cabarrus County Health Department is a training Center for Nurses in Public Health Nursing, and the following who are taking Public Health Nurse training at the University of North Carolina are taking their field training with the local department: Mrs. Elizabeth Porter and Miss Dorothy Trexler. We were very glad for them to come out, and we hope they enjoyed their visit very much.

Cottage No. I Is Reconditioned

By Jack Oliver & Tommy Stallings, 8th Grade

For the past week Mr. Alf Carriker and his carpenter shop boys have been very busy reconditioning the First Cottage. They have been painting the basement white and blue. Number One Cottage has been closed for quite a while. The walls needed dusting and repairing. The basement was in a bad shape, too. We are getting so many new boys that the other cottages are almost fully occupied. We hope the boys that are put in the cottage have a grand time and make a fine record.

Our Hobby

By Jack Oliver & Thomas Stallings, 8th Grade

During March and April, a number of boys have been flying kites. This sport seems to be enjoyed by all, large and small. The School Canteen has a supply of kites and twine for those who wish to have them. The smaller boys of Sixth and Seventh Cottages are mostly the ones who enjoy this sport the best. Some of the little boys have a thrilling time trying to hold the kites. We are glad that the smaller boys have an opportunity to enjoy their sport, as well as the larger boys.

Spring at J. T. S.

By Jack Oliver & Thomas Stallings, 8th Grade

The flowers and shrubs are in bloom and are beautiful! The green grass and many colors of flowers make excellent scenery. The officers and matrons are picking the flowers. They put them in vases, jars, pitchers, and other containers and set them on their tables. Mrs Liske, Matron of Tenth Cottage, has a grand Variety of flowers. Spring is a beautiful season at the training school.

However, during the past few days Jack Frost seemed to try to spoil our scenery. We have been forced to use smudge pots in the peach orchards lately in order to keep the fruit from being killed by the frost. Some of the officers, having set out tomatoes, found it necessary to keep them covered, also. Petunias and other flowers had to be protected in order that they might live.

Friday's Assembly Pediod

By William Whistnant, 8th Grade

There was no regular chapel program Friday. First we had devotional by William Whistnant. He read the 86th Psalm. Then Mr. Hines read a story entitled "Honey." I will attempt to tell briefly the story of "Honey."

Buddy was a little orphan boy. He sold papers down on Main Street.

Buddy had a little sister who was blind. Her name was Honey.

Buddy ran around the corner of the old tenement house. He ran up a pair of old steps which creaked every time he stepped on one of them.

When he got to the top of the stairs he fitted a key into an old door and opened it. "Honey, Honey," he called, "are you there?" A little blind girl seated on a low stool got up and felt her way slowly across the room.

"Why were you so late?" said Honey. "You know," said Buddy, "people don't have much money these days. It took a little urging to get the people to buy even one paper." "Oh, I almost forgot to tell you I had company today," said Honey.

"Some women came to see me, and they asked the most questions. They asked me how old was I, and how long I had been blind." "Don't you even talk to them any more," said Buddy.

"They will take you away from me.

Now you just set yourself down on that stool I have a real treat for you tonight. I brought you the sweetest dough-nut that I could find." "Oh, I just love dough-nuts," said Honey. "I wish that I could see them and you."

"Oh, you wouldn't want to see me if you knew how ugly I was." "You are not ugly. Your face feels lovely." "That's a good joke, me lovely." The next evening when he bounded up the stairs he was stopped by the landlady. The landlady said, "She's gone." "Who's gone where?" said Buddy. "Honey. Some woman came today and took her to the orphanage." Bud dy's face became white with anger. Buddy ran all the way to the orphanage. He ran up to the matron's desk and demanded of her, "Where is my little sister?" "Oh, you mean that little blind girl who was found in that cold and dark room? She's up on the second floor asleep." "Can't I even see her?" said Buddy. "No, I'm very sorry," said the matron. "Gee, Lady, I ain't got nothing but Honey." "You had better go now," said the matron.

Buddy turned his head to keep the matron from seeing the tears in his eyes. He ran out on the ground and began to cry. "Oh, Mama, what am I going to do? I tried to keep my promise to you. I know that little girl way up there is lonely."

Buddy ran to the side of the building and grasped the strong vine growing there. With swift strides he was at Honey's window. "Don't cry," said Buddy. "I'm here now." "Oh, Buddy, is it really you?" "Nothing is going to hurt you now," said Buddy. "At night I will be under your window. Remember if you get lonely just call me."

As Buddy touched the ground, he was struck by a sudden idea. "I'll adopt Honey," said Buddy.

Adopting day came, and the great eye specialist was coming to adopt a little girl. "I want a little girl who has blond curls," said Doctor Parker. When he saw Honey, he wanted no other girl. "But she's blind," said the matron.

He made a hasty examination of her eyes. "I believe that I can operate and make Honey see again."

The great doctor had just finished operating when Buddy came running up with clinched fists. "You, you coward," said Buddy glaring at the doctor, "cutting on little Honey's eyes and making her sick."

"Don't talk like that," said Honey. "It doesn't seem like you. Just think I am going to be able to see again."

"Gee, Doc, I am sure enough sorry for how I talked. Well, I guess I had better be going." "Wait," said the doctor. "Honey has told me the story how you shared your eyes with her. She wants you to share her new home with her. Will you come?" "Gee, Doc, I surely will," said Buddy.

The story was liked by all.

After the story by Mr. Hines, we had some songs. They were: "To the Work," "Where the Gates Swing Outward Never," "The Way of the Cross Leads Home," "There's Power in the Blood," and "He Ransomed Me." We closed the program by singing "The Church by the Side of the Road." We are all looking forward to the next program.

Notes of Interest

By Thomas Stallings & Jack Oliver, 8th Grade

All of the teachers are getting reports to send the boys' parents. All of them are pleased with their progress since last report time. We get our reports the last of April.

Mr. and Mrs Wyatt and their daughter returned from their vacation last week. They were only gone for a period of a few days, but they enjoyed it very much.

Last week the Sunday School Quarterlies were issued to the cottages and the boys enjoyed receiving new books.

In our eighth grade room one of the most enjoyable parts of our work is our devotional every morning. First we have the Bible story and then our prayer. We enjoy it very much.

B. T. U. Meeting—Intermediate Group

By Kenneth Staley, 8th Grade

To begin with the roll was called, and then the parts were begun. They were as follows: (1) "Introduction," by John Fine; (2) "Six Days Shalt Thou Labor," by Ned Metcalf; (3) "Whose Sabbath?" by William Myers; (4) "A Day of Rest," by Kenneth Staley. A discussion followed the fourth part. The point brought out was "Should the Ignorant ignore church and Sunday School?" After they discussed this for a while they went on with the parts. (5) "The Example and Teaching of Jesus," by Marshall Sessoms and Ray Edwards. A discussion followed on the importance of being good on the Sabbath day. It was a very good discussion and many good points were brought out on this subject.

Another discussion followed on "When Christ Arose." Right after this discussion we had a few visitors who stayed with us for the remaining part of the meeting.

Then Hilton Reid read St. Mark 3:1-5. After this the parts were assigned for next week. Next we had sentence prayers from most of the boys and they were closed by a prayer by Mr. J. L. Crowder, and we were dismissed.

B. T. U. Meeting—Junior Group II

By Theodore Young and Ralph Gibson, 5th Grade

To begin with we had our parts which were answers to prayers. The parts were as follows: (1) "Prayers of Jesus", by Theodore Young; (2) "God Knows the Heart," by Robert Helms; (3) "Scripture Research," by Harry Thompson; (4) "The Fisherman's Prayer," by Carlton Pate; (5) "Thy Will Be Done," by Earl Greene.

Then Mr. Isenhour explained to us

about a letter that we had received from Mr. Summers, our preacher. All of the boys in the B. T. U. Meeting received one of these letters.

While he was explaining this we had some visitors from another group. These boys came from their group where they had been talking to another preacher about joining the church.

B. T. U. Meeting—Junior Group I

By Donald Redwine & James Snead
3rd Grade

First we had the roll call which was followed by a song entitled "When the Saints Go Marching In." Then Mr. Puckett took the Bible Readings. We had read a total of 217 chapters. Then Mr. Puckett made a talk about the Bible and read from it.

Next we had our parts.. They were as follows: (1) "Prayer of Jesus," by Charles Alexander, (2) "God Knows the Heart," by David Eaton; (3) "Scripture Research," by Billy Hawkins; (4) "The Fisherman's Prayer," by Leroy Wilkins; (5) "They Will Be Done," by Bobby Woodruff.

Builders of America

By John Allen, 8th Grade

In our literature work we are studying about the "Builders of America." There are various kinds of builders of America mentioned in the text as will be shown in the following paragraphs.

The section tells about how the different men could and do help build America into the most powerful nation on earth. The stories start around the early 1700's and work up to the present time.

The first story, written by Carolyn Sherwin Bailey, tells about "A Clockmaker's Apprentice" and how he worked up to be one of America's outstanding clock-makers who made and repaired some of America's earliest clocks.

There are also stories about such great men as George Washington, James Madison, Alexander Hamilton, Meriwether Lewis and William Clark.

"George Washington, Farmer," from 'The Cavalcade of America," tells of Washington's life as a farmer. We find out that George Washington, other than a leader of politics, was a "scientific" farmer.

"Lewis and Clark, by Rosemary and Stephen Vincent Genet, tells of the hardships that the two explorers, Meriwether Lewis and William Clark, endured on their embarkment from St. Louis on the Mississippi to the Pacific Coast.

"A Frontier Farm," by Harold Sinclair, explains the life of a frontier farmer and his family. It tells of the suffering that they went through trying to make a living on a small farm in the new territory.

"Flying Cloud," by Charles G. Muller, gives a brief story on the life of some miners who lived in California and had such hard times trying to get gold and who helped in an indirect way to prove that if much effort was taken that many seemingly impossible things could be accomplished.

"The Log Drive," by Cornelia Meigs tells of an almost impossble feat that was accomplished by a 17-year-old boy, an old man, and a middle aged man. The feat was to drive logs from Northern Minnesota to the Mississippi through ice, snow, rain, sleet, and many other hardships. This was done

even though many thought it impossible until it was done.

"I Hear America Singing" by Walt Whitman tells of the different occupations and how they are done. Walt Whitman, the writer, traveled all over America, and in 1860 he wrote the poem about how America was being built.

"Open Hearth," by Lavinia R. Davis, tells of a young man who helped to build America. This man who was used to a "soft" life was given a job in a steel mill. After many tiresome days of this job he decided that he could take the work as well as the next fellow and so he kept the job and helped in America's building.

"Southerners Build Bridges," by Frank J. Taylor, and "Song of the Builders," by Jesse Wilmore Newton, tells how the greatest bridges of America are built. They tell of the sweat and toil that is required to build the bridges that help in America's transportation and its progress.

There are many stories that tell of the builders of America and how they labor so hard to help keep America growing.

THE MONKEY'S VIEWPOINT

Three monkey's sat in a cocoanut tree
Discussing things as they're said to be.
Said one to the others, "Now listen, you two—
There's a certain rumor that can't be true,
That man descended from our noble race.
Why, the very idea! It's a dire disgrace!

No monkey ever deserted his wife,
Starved her baby or ruined her life.
And you've never known a mother monk
To leave her young with others to bunk
Till they scarcely knew their mother.

And another thing you'll never see—
A monk build a fence around a cocoanut tree
And let the cocoanuts go to waste
Forbidding all other monks a taste.
Why, if I build a fence around this tree
Starvation would force you to steal from me.

Here's another thing a monk won't do;
Go out at night and get on a stew;
Or use a gun or a club or a knife
To take some other monkey's life.

Yes, man descended, the onery cuss,
But brother, he didn't descend from us.

—Anonymous.

IMPORTANT DATES IN APRIL

(Selected)

1—All Fool's Day.
1—Prince von Bismark born, 1815.
1—Construction of the first railroad in the United States begun,1826.
2—Hans Christian Anderson. Danish writer of folk and fairy tales. born, 1805.
2—United States Mint established in Philadelphia, Pa., 1792.
2—Richmond, Va., evacuated by the Confederates, 1865.
3—Washington Irving born, 1783.
3—First "pony express" riders left Sacramento, California, to ride east, and left St. Joseph, Missouri, to ride west, 1860.
3—John Burroughs, writer and naturalist, born, 1837.
4—Henry Hudson sailed on his third voyage, 1609.
4—United States flag adopted by Congress, 1818.
4—"Akron," world's largest dirigible, destroyed in a storm, 1933.
6—Elihu Yale born, 1648.
6—Washington elected President of the United States, 1789.
6—Robert E. Peary reached the North Pole, 1909.
6—United States declared war against Germany, 1917.
7—William Wordsworth, English poet, born, 1770.
8—Louisiana admitted to the Union, 1812.
8—First Tariff Bill introduced in Congress, 1789.
9—General Lee surrendered to General Grant at Appomattox, Va., 1865.
10—First patent act passed by Congress, 1790.
10—Matthew Calbraith Perry, Commodore in the United States Navy, born, 1794.
11—Charles Evans Hughes, jurist and statesman, born, 1862.
12—Henry Clay, American statesman, born, 1777.
13—Thomas Jefferson, third President of the United States, born, 1743.
14—Pan-American Day.
16—Wilbur Wright, airplane inventor, born, 1867.
18—Paul Revere made his famous ride, 1775.
19—Battle of Lexington, 1775.
21—John Muir, naturalist, explorer and writer, born, 1838.
22—Contract signed for the transfer of the Panama Canal to the United States, 1904.
23—William Shakespeare born, 1564.
23—James Buchanan, fifteenth President of the United States, born, 1791.
23—Stephen A. Douglas, American statesman, born, 1813.
25—Guglielmo Marconi, inventor of wireless telegraphy, born, 1874.
26—Alice Carey, American writer of poetry, born, 1820.
26—Daniel Defoe, author of "Robinson Crusoe," born, 1660.
27—Samuel F. B. Morse, American artist and inventor of the telegraph, born, 1791.
27—Ulysses S. Grant, eighteenth President of the United States, born, 1822.
28—James Monroe, fifth President of the United States, born, 1758.
30—George Washington took oath as first President of the United States, 1789.
30—Louisiana Purchase made, 1803.

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A noble man brings out the best qualities of others and does not emphasize the bad ones. A low man acts in opposite fashion.

RESUME OF PROGRAM AS RECOMMENDED BY GOVERNOR CHERRY

(Mooresville Enterprise)

The Associated Press's resume of the Legisature's work is outlined in the following:

Governor Cherry, whose administration is less than three months old, batted close to the one thousand mark on legislation he proposed before the 1945 General Assembly which adjourned sine die last Wednesday.

Although administration influence was felt on almost every piece of legislation passed at this session, all but one of the more than a dozen reccommendations the Governor made in his inaugural address on January 4 were enacted.

In addition, gubernatorial influence decided at least three bills of statewide importance which seemed headed for defeat on the floor. And only once did the hard hitting "Iron Major" deem it necessary to appear in person before the lawmakers in support of an administration measure.

That one occasion was in connection with the much talked about State Hospital and Medical Care Program, which Cherry said before becoming Governor would like to study further. In that appearance the Governor urged passage of a greatly abbreviated medical care program in keeping with the State's ability to pay. The measure was one of the last to be handled by the 1945 session.

Only once did a Cherry endorsed bill meet complete defeat. That was the statewide referendum measure, which proposed to allow a vote on the liquor question six months after the war. It was reported unfavorably by the State finance committee.

The Governor, meanwhile, announced earlier that he would commit his administration to an unalterable policy of maintaining a balanced budget. And although the Legislature appropriated more than $15,000,000 more than the original budget bill provided, Cherry said that the State's finances, based on expected revenues, are proportionately well balanced.

In order, here are some of Governor Cherry's inaugural recommendations which eventually became law during the 1945 session.

1. He proposed that the State set aside sufficient amount from its general fund surplus of $70,000,000 to retire the State's general fund bonded indebtedness.

(One of the first acts of the Legislature was to set aside a fund of $52,000,000 to take care of the bonded indebtedness when it becomes due, and in addition left virtually intact a $20,000,000 postwar reserve fund set up by the 1943 Assembly.)

He proposed that appropriations be kept within the estimates of revnue.

(Although more than $15,000,000 was appropriated above expenditures recommended to the Legislature by the Advisory Budget Commission

much of the proposed additional spending is of a contingent nature and is to be made only if the State gets the money.)

3. He proposed that the war bonus to teachers and State employes be continued; and 4. That a minimnm salary of $125 per month be paid teachers holding A-grade certificates.

(The Legislature superseded the war bonus with an emergency salary scale for teachers and low bracket State employes. Under this measure the teachers will be raised considerably in their pay scales and in addition will receive a $10 per month bonus, payable monthly. A certificate holders will get their $125 per month minimum pay.)

5. He proposed that the compulsory school attendance age be raised from 14 to 16 years.

(Such an age limit was set, with the law to be flexible only in the case of farm children who traditionally leave school during certain months of the year to work on the farms.)

6. He recommended a sound program of veteran's legislation.

More than a dozen bills relating to were those to enable veterans under 21 years of age to sign instruments themselves when relaing to provisions of the GI Bill of Rights, and one setting up a North Carolina Veterans commission to handle problems of returning soldiers. In addition, a $5,000,000 fund was earmarked in the postwar reserve fund to assist in educational and other needs returning veterans.)

7. He proposed that the constitution be ammended to allow equal rights for women, including jury duty.

(Under the law enacted, the people will vote on such a constitutional amendment at the next general election.)

8. He recommended that a study be made of wildlife, game and fish resources.

(A legislative committee requested by him to study the advisability of separating the game and inland fisheries division from the department of conservation and development recommended that no separation be made, but urged more careful conservation of wildlife, more wardens, and a program of propagation to get under way as soon as possible.)

9. He urged that provisions be made for fiscal control of public school funds.

(Control of public school funds was separated from the Department of instruction and placed with the newly-appointed State Board of Education. The Department of Public instruction was delegated to supervision of instruction in the public schools. Provisions also were made for continuing the office of controller of the board of education.)

10. He recommended that liquor shipments in the state be controlled.

(Such a law was enacted, whereby all liquor shipments by truck were brought under control of the state. Only railroads operating through the state were exempt.)

11. He proposed that a study be made of current policy in respect to all Federal matters, both domestic and foreign.

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How easy it is the night before to get up early in the morning.

EUROPE HAS NOW BECOME THE NEW DARK CONTINENT

(Beasley's Farm & Home Weekly)

Africa is no longer the Dark Continent. Europe the former continent of enlightment, is now the Dark Continent. While the progress of the war has liberated many of the nationalities that Germany enslaved liberation means to them for a long time only degredation and misery if not actual starvation The liberated people inside Germany are now giving the military forces of the Allies the utmost trouble because they are hungry, ragged, bewildered and often unable to speak the language of the forces that liberate them.

While Germany has pulled down all the other countries she is now pulling her own people down and the prospects are that they will sink to as low a level as the people they have murdered and outraged. If they continue to fight through this spring and neglect their crops they will be unable to feed themselves next year and the Allied authority has already given notice that they will not be able to feed Germans. It will strain our resources to even partly feed the people the Gerans ruined. m

Writing from Cairo, C. L. Sultzerberger, New York Times correspondent who has been over the ground, describes the hopeless situation all of Europe is now in and will be in as deep when the fighting ceases. "Europe," he writes, "is in a condition no American can hope to comprehend. Virtually every ancient hatred has been revived with new intensity. Frenchman, Italian, Russian, Pole, Czech, Serb, Greek, Belgian, Netherlander, Rumanian—each in his own way hates the German with a personal frenzy.

"But worse, and not to be ignored, is that hatred, renewed by the present war of Greek for Bulgar, Serb for Croat, Rumanian for Hungarian, Frechman for Italian, Pole for Russian, which has devoloped among many population groups basically and broadly united in the final effort to crush their German enemy. And worst of all is that fratricidal hatred of Greek for Greek, Frenchman for Frenchman, Serb for Serb, and Pole for Pole, based on differing social and political conceptions fostered and encouraged by chaos and unleashed by the war.

"Hatred can be a meaningless word to one who has not seen the things that breed it. This correspondent remembers a photograph of a Serbian corpse surrounded by a group of Croation Ustachi who had hacked the body to pieces with knives. Store windows in France and North Africa are full of photographs of Maquis' bodies mutilated by the Gestapo and in some cases by the French collaborators.

"He remembers talking with the Russian sergeant who had been picked up wounded by a Germain patrol, and tortured, beaten and finally shot but not killed; he remembers screaming women in Solnechnogorsk staring at the grave of their executed menfolk; he remembers a Greek peasant

woman beating her head on the ground and pulling out her hair when she learned that her two brothers had been slain in the recent civil war and her parents killed as hostages.

"He remembers also the silent horror mirrored in the eyes of the tattered inhabitants of a rock-bound village in Southern Albania when the headless corpse of a bombing victim was lugged into the main square—and dropped in its own blood when Italian bombers reappeared above. He remembers going into the catacombs of the outskirts of Rome on the day an entrance was blasted and the first of more than 300 bodies of persons machined-gunned in cold blood by the Germans was uncovered by gendarmes and workmen clasping handkerchiefs to their faces and reverently gathering together such pathetic mementos as a ring, a handkerchief, a bloodstained letter.

"He remembers listening to a Dutch naval officer in a London night club as he described watching, helpless and hiding, while a Nazi truck driver deliberately smashed a small boy's arm in the door of a truck. He recalls in Palestine hearing a middle-aged Jewish business man from Rumania describe the rape, beating, torture, starvation, subjugation and callous slaughter which he witnessed in a trans-Dniester concentration camp for his co-religionists established by the Germans and their Rumanian lackeys—so adject and horrifying a scene that when an Italian infantry unit marched past, these down - at - the - heel Fascists divided their food surreptitiously with the sufferers who, after all, were human beings"

"These things engender hate. The soul of Europe today represents a Luca Signorelli Day of Judgment fresco; It is warped, twisted, agonized and not even yet surfeited with blood-letting.

There is not yet any way of knowing just how many Europeans have slaughtered each other or been slaughtered in the disaster of the second World War now drawing to its close. It is entirely likely that military fatal casualties alone have topped 10,000,000.

"Direct and devious German brutalities designed to reduce inimical populations either by organized slaughter or planned famine and disease have eliminated perhaps two or three times as many people, including women and children, during Hitler's sanguinary career.

"While block and racial groups have been eradicated with typical German efficiency, aided by German science and directed German madness. Only a fraction of Europe's Jews are today alive. Practically the entire race of Balkan gypsies has been exterminated, for no reason except that Dr. Alfred Rosenburg considered them an inferior race. Vast masses of Slavs have been slaughtered or driven to slow starvation in the Nasified labor camps.

"Famine, which might have been prevented by any conqueror more humane, has been permitted to atrophy the population of Greece, bands, inspired by faith in freedom but often confused in their definitions thereof, have ambushed and annihilated both their common enemies and one another.

"There are hundreds of thousands of Europeans today who do not know what their nationalities are. In all

contested border areas, such as eastern Poland, Alsace, Schleswig, Malmedy, Vojvodine and Tyrol, are innumerable families who are not yet aware what the fate of their traditional homeland will be when the map is redrawn; there are many, moved in by Hitler's imperial-minded minions who do not know whether they will stay or where they will go if removed.

"The problem of supervising the migration of millions of prisoners within the Reich — either captured soldiery or seized workers—to their various homes is enoormous in itself. And what authority will arrange their return, who will rebuild their shattered homes, and help them find their dispersed families?"

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THINGS UNCHANGEABLE

Majority of newspapers and magazines these days carry articles and personal narratives telling of experiences which claim divine guidance as the source and power back of their success and victory. Here is an editorial from the Indiana Freemason on the subject which you will enjoy reading:

"Perhaps the most poignant epigram coined in this war is that of the nameless chaplain who said: 'There are no atheists in foxholes.' It expresses in colorful language a fact that Christians have emphasized for generations—in times of stress and change, men turn instinctively to things unchangable.

"Navy Chaplain Merrit F. Williams, who was aboard the aircraft carrier Wasp when she went down in the Solomons, might have been speaking for all American fighting men with the words, 'When men are living cheek by jowl with death, they rapidly get down to essentials.'

"Another Navy chaplain with the Marines on Guadalcanal reported that a young man who had prided himself on his atheism on the way over remarked to him under fire, 'If this keeps up much longer, I'll be thinking your way.'

"The story of the Rickenbacker crew afloat on a rubber raft in the Pacific after their plane had been forced down has become an American saga as truly as Valley Forge or San Juan Hill. They held daily religious services, each taking his turn at reading from the Great Light. It was after one of these services that a gull landed on Captain Rickenbacker's head.

"One soldier from somewhere in the Southern Pacific has written: 'It seems that when we get away from home and those we love, we think more about God and divine things.' "

GOVERNOR TELLS VETS PLANS TO ASSIST THEM

(Exchange)

Governor R. Gregg Cherry outlined North Carolina's plans for aid to returning veterans in an address before members of Camp Butner's rehabilitation program and said, "I think the program we recently projected in this field is a sound one."

A veteran himself, Governor Cherry told the returned soldiers, "We must assure your return to happiness, to opportunity and to a real chance to pick up the broken threads of your lives." He said that North Carolina has started working on the problem of the returning veterans and has set up machinery for handling it.

Cherry explained in detail a measure passed by the 1945 General Assembly providing for the creation of a North Carolina Veterans commission. "Such a commission will," he said, "give to all veterans, through a co-ordination of services, a definite and practical means of availing themselves of all such rights and benefits as they may be entitled to as veterans without unnecessary inconvenience or delay."

The commission will be composed of five persons, appointed by the Governor. All five will be veterans and both major political parties in the state will be represented. The duties of the commission will be to gather information regarding services available for veterans, their families and dependents, and to inform agencies furnishing information throughout the state regarding facilities for education, training, health, rehabilitation, housing, and employment.

The law provides, Cherry said that the new veterans agency shall not take over or supersede any service being rendered to veterans and their dependents in any city or county by private, civic or governmental agencies. Therefore, he said, the services rendered by the commission shall be only such services otherwise available.

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Happiness itself is sufficient excuse. Beautiful things are right and true; so beautiful actions are those pleasing to the gods. Wise men have an inward sense of what is beautiful and the highest wisdom is to trust this intuition and be guided by it. The answer to the last appeal of what is right lies within a man's own breast.—Aristotle.

I BET YOU WON'T DO THAT AGAIN!

(Sunshine Magazine)

April is the month in which baseball, the classic of sports, makes its annual debut. And it is fit at this time to recall one of the thrilling incidents that has served to give baseball the public appeal that it enjoys.

It was thirty-seven years ago. Along at the very end of the season the New York Giants were playing the Chicago Cubs. It was the last inning, and the score was tied. Red Merkle was on first base, and one of his team-mates made a hit that should have advanced Merkle and scored the man who was on third. The man on third scored all right, but Red, an inexperienced player, thinking that the game was over, beat it for the clubhouse. John Evers of the Cubs yelled for the ball, which was thrown to second, and Mercle was out. The score did not count.

Great confusion arose, and the tie was not played off that day. Later, the Giants and the Cubs were tied for the pennant, and the Merkle game had to be played over. It was an historic occasion—the pennant depended on it. Crowds tore down the old fence and stormed the grounds. The cubs finally won the game and the pennant, and took part in the World Series.

Merkle's error cost the Giants the game, and the pennant, and the opportunity to become World champions. That meant at least $1500 to each player additional pay, even though the World Series were lost. It also meant fame for the manager.

What did thousands want to do to Merkle in their righteous wrath because of an inexcusable and costly error? What did John McGraw, the manager of the Giants, do to him? John McGraw forgave him. He slapped him on the back and said, "I bet you won't do that again, Red?" And then increased his salary.

After that, Red Merkle helped McGraw win many league pennants.

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A CHIP ON HIS SHOULDER

He always has something to grumble about,
Has the man with a chip on his shoulder;
The world to the dogs is going, no doubt,
To a man with a chip on his shoulder;
The clouds are too dark, the sun is too bright,
No matter what happens it never is right;
When peace is prevailing, he is spoiling to fight,
The man with a chip on his shoulder—

—The Colony.

AMMUNITION FOR PEACE

(Mooresville Enterprise)

Most of us have come to know the usual pattern of military victory in the war against the Axis—how first the bombers and the heavy guns prepare the way, then the engineers clear the obstacles and the mines, and finally the infantry drives forward to gain and hold another mile or many miles of what had been enemy territory.

With these things accomplished, the operation, militarily, is pronounced a complete success.

But, with a view to the immediate future and the peace that is to come, is the triumph really complete?

Each such operation frees from Axis oppression and horror, hundreds or thousands of war-ravaged innocents—men, women and children who, during the five or more years of Axis aggression, have been stripped of all they possess and whose homes are broken and ruined. Many of them are sick and starving. Some of them are naked. Virtually all of them are without sufficient clothing, shoes and bedding—the lack of which already has cost and still is costing unnumbered human lives.

Is any victory complete which does not achieve, in some degree, the restoration of those who are to be our partners in the peace which final victory will bring?

If their ruined homes are to be rebuilt, and their ruined towns and cities—if they are to resume lives of self-supporting usefulness—if they are to be enabled to help themselves and also help us in shaping a better and more livable world—they, at least, should have sufficient clothing to cover their bodies and protect or restore their health.

Such clothing is available here in America. We do not have to strip ourselves to provide it. We merely have to visit our attics or other storage places used for our spare outgrown, outmoded and long forgotten suits, dresses, shoes, underwear and bedding; gather up these un-needed but still serviceable things, and contribute them to the United National Clothing Collection which opens on April 1 and continues throughout the month.

Let's follow the GI Joes with our discarded clothes—and so make each military victory truly complete.

What can you spare that they can wear?

Blessed is the man who, having nothing to say, abstains from giving us wordy evidence of the fact—George Eliot.

It never occurs to a boy of eighteen that some day he will be as dumb as his father.

EDUCATOR SAYS SNOBS REALLY POSSESS INFERIORITY COMPLEX

(Exchange)

Do snobs annoy you with their high-and-mighty airs?

A talk with Dr. Bess Sondel of the University of Chicago department of speech will increase your tolerance of snobs—whom Dr. Sondel describes as the world's most tormented people.

While most people avoid those nose-in-the-air individuals, Dr. Sondel makes a specialty of them.

"The rest of us don't suffer the way a snob does," she said, "because a snob will never run the risk of being himself. He'll never enjoy a belley laugh in public, if he can help it."

Self-consciousness is the plague of all snobs, Dr. Sondel believes. She has brought dozens of them down to earth by telling them to be more natural.

Women, she finds, are more likely to be snobish than men.

"Women have time to indulge themselves," she explained. "Men are too busy. They have to be themselves because they'd be knocked for a goal if they weren't.

Lawyers, ministers, teachers and doctors are among the snobs whom she has cured. Many of these, Dr. Sondel said, were started on their road to snobbishness by their mothers when they were small children.

"Some mothers give many snobs a start in their early childhood by frequent use of the 'Don't'."

"By the time a child who has been forced to follow all the conventions reaches adolescence, he is very proficient at pretending to be what he isn't and life has to take it out of him."

Dr. Sondel believes you should curb your natural reaction of hatred toward snobs and show sympathy. Despite that pose of superiority, the snob is writhing internally with an inferiority complex, she believes.

"The person with fears is most likely to be one," she said. "It takes courage and character to be yourself."

Keep your mind on the great and splendid things you would like to do and then, as the days go gliding by, you will find yourself unconsciously seizing the opportunities that are required for the fulfillment of your desire.

Picture in your mind the able, earnest, useful person you desire to be, and the thought that you hold is hourly transforming you into that particular individual you so admire.

—Elbert Hubbard

INSTITUTION NOTES

"The Seventh Cross," featuring Spencer Tracy, was the chief attraction at the regular weekly motion picture show at the School last Thursday night. A comedy, "Batty Baseball," was shown at the same time. Both are Metro-Goldwyn-Mayer productions. The feature, an exceptionally good war picture, made a definite "hit" with the boys.

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We regret to report that another one of our former students has been wounded while serving with our country's armed forces. In the casualty list published in The Charlotte Observer, issue of April 7th, we noticed the name of Carl D. Shoffner, of Graham. He was wounded in action in the European theatre of war.

Carl entered the School, February 1, 1938, and was conditionally released to return to his home in Graham. During his stay with us he was in Cottage No. 2 and his work experiences consisted of working as house boy and in the printing department. We recall that he was a pleasant youngster who was nick-named "Ikey," and that he was full of fun and was well-liked by all who came in contact with him. He was in the seventh school grade during his entire stay at the institution.

While with us Carl made a very good record and continued his good behavior after going back home. Progress reports received from time to time stated that his adjustment to home life was quite satisfactory. He entered and completed the eighth grade school work after returning to Graham. A report received in the winter of 1939 stated: "Carl is in the ninth grade in school. The principal reports that his conduct is satisfactory and his progress in school work good. He is passing in all his studies." It was also stated that he was adjusting nicely in home and community life.

Another favorable report was received in June, 1939, with the recommendation that Carl be granted an honorable discharge from further parole supervision. The discharge was issued June 9, 1939. Some time thereafter Carl visited friends at the School and stated that he was employed in a department store in Burlington and was getting along nicely. We noticed at the time that he was a nicely-dressed, well-mannered chap, who gave the impression that he was doing his best to make good in life. No further reports had been received on Carl until his name appeared in the casualty list. He will be twenty-two years old on May 22nd.

Nothing was said in this report concerning the extent of Carl's injuries, but his many friends at the School are hoping that he will soon be sufficiently recovered to take his place in his fighting unit or to return to this country.

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Letcher T. Castleberry, a former student at the School, called on friends here last Sunday. This young fellow, who is now twenty-three years old, was admitted to this institution, November 1, 1935, and was conditionally released, July 7, 1938. He returned to his home in Raleigh, where he worked in a bakery for about three

months. He became an enrollee in a CCC camp, where he made a good record for about two years. During that time he was stationed with a group which worked in the State Forest Nursery, near Clayton, N. C. Letcher then returned to Raleigh, and he secured employment in the same bakery where he worked before going to the camp. He stayed there until October, 1941, when he enlisted in the United States Army.

Since receiving basic training at Fort Bragg, Letcher has been stationed at the following places: Camp Hann, California; Camp Phillips, Kansas; Fort Worth, Texas; Camp Stewart, Georgia; Fort Benning, Georgia. He has been at the latter place since September, 1944, where he is a member of Headquarters Co., Fourth Infantry, TPS.

While at the School, he was a member of the Cottage No. 8 group, where he was a house boy for about one and one-half years. He was employed in the bakery for one year, and during the rest of his stay with us, was a member of the group of outdoor workers. Letcher's record while at the School was very good, and the fact that he was honorably discharged from further parole supervision, September 28, 1939, would indicate that he continued to do well after leaving us.

Letcher informed us last Sunday that he had been married about twenty months, and took great pride in showing us pictures of his wife and nine-months- old daughter. He informed us that his wife had been living in Los Angeles, California, for quite some time, and that she was employed by the North American Air-Craft Corporation.

This young man gave us some information concerning two of his brothers, Fletcher and Archie, also former students at the Training School:

Fletcher Castleberry, who will be nineteen years old on April 23rd, entered the School, November 1, 1935 and was permitted to return to his home in Raleigh, July 12, 1940. For a little more than a year he was employed as messenger boy for the Western Union Telegraph Company, and then secured employment in a small furniture factory. He was inducted into the United States Army in March, 1944. Fletcher is now a member of the 21st Infantry Division, First United States Army, which at this time is doing a lot of fighting in Germany. His brother stated that they last heard from him about a month ago, at which time he was getting along well.

While at the Sshool Fletcher was a member of the group at Cottage No. 6, and practically all of his work experiences were on the farm and in the gardens. His record here was very good. He entered the first school grade and had been in the third grade quite some time when he left. Upon recommendation of Mr. Earl Smith, probation officer in Raleigh, an honorable dischargge was issued to him, June 15, 1942.

Archie Castleberry, who is now twenty-one years old, entered the School, November 1, 1935, and was conditionally released, January 13, 1939. He returned to Raleigh, where he worked as messenger boy for the Western Union Company for about one year. He then went to work in the same furniture factory where his brother was employed, and is still employed by that concern. He has been married about one and one-half years, and has a seven-months-old son.

While at the School Archie was in Cottage No. 7, and he worked as house boy, on the poultry force and on the barn force. Upon admission he was placed in the second school grade, and at the time of leaving was in the fourth grade His record after going back home was very good, and he was honorably discharged, August 8, 1940.

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Rev. W. V. Tarlton, pastor of the McGill Street Baptist Church, Concord, conducted the service at the School last Sunday afternoon. For the Scripture Lesson he read Genesis 3:1-21, and the subject of his message to the boys were the words of God, when he called to Adam, saying, "Where Art Thou?"

The speaker began by saying that we learn many things by asking questions, but when God asked this question of Adam, He was not seeking information, for He knows all things, and certainly did not need to be told where Adam was located at any time. He asked the question because He wanted Adam to realize where he was and to think of the wrong he had done. God wanted Adam to know that he could not hide from Him. We all need to learn this lesson. There is no escaping God's all-seeing eye, day or night.

The speaker then pointed out that God wanted Adam to know that he had been disobedient—that a great gulf had come between them, but also that he must realize that it was he, and not God, who created the barrier that separated them.

Rev. Mr. Tarlton then pointed out several ways in which the question, "Where art thou? could be applied to our daily lives, as follows: (1) Where are you with relationship to yourself. Are you strong physically, mentally and morally? Are you daily strengthening yourself or are you becoming a weakling? Are you feeding mind, body and soul on the best? Are you becoming the best workman, the best student, the best Christian that you possibly can? Are you growing in grace and goodness or are you shrinking up? Are you just floating down on the tide as you go through life or are you pushing your way upstream? Are you trying hard to improve yourselves? Are you climbing or skidding, pulling or coasting? We have to go onward, but the only way to victory is upward.

(2) Where art thou in relationship to others? Do other people love you or despise you? People love us in proportion to the way we love or despise them. As you hand out things to others, they will hand it back. Are you leading others right? All of us have someone who will follow us. We must strive to so live that they may be led in the right direction.

(3) Where art thou in relationship to church membership? Are you a help or a hindrance in the great work of the church? There are many church members who just sit idly in their places each Sunday, while many others do their utmost to push along the various projects of the church.

(4) Where art thou with relationship with God. Are you a stranger to God? Are you obedient to Jesus Christ, trying your best to do his will? When people live according to God's will, He is happy. We grow in character, either good or bad. There is no standing still. We either grow in God's likeness or as the devil wants us to grow.

Rev. Mr. Tarlton concluded by ask-

ing the boys to take inventory of themselves and try to see just where they were standing on the various questions he had pointed out to them, and to always to seek to make improvements as they travel along the highway of life.

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THE THINGS THAT HAVEN'T BEEN DONE BEFORE

The things that haven't been done before,
Those are the things to try;
Columbus dreamed of an unknown shore
At the rim of the far-flung sky,
And his heart was bold and his faith was strong
As he ventured in dangers new,
And he paid no heed to the jeering throng
Or the fears of the doubting crew.

The many will follow the beaten track
With guideposts on the way,
They live and have lived for ages back
With a chart for every day.
Someone has told them its safe to go
On the road as he traveled o'er,
And all that they ever strive to know
Are the things that were known before.

A few strike out, without map or chart,
Where never a man has been,
From the beaten paths they draw apart
To see what no man has seen.
There are deeds they hunger alone to do;
Though battered and bruised and sore,
They blaze the path for the many, who
Do nothing not done before.

The things that haven't been done before
Are the tasks worth while today.
Are you one of the flock that follows, or
Are you one that shall lead the way?
Are you one of the timid souls that quail
At the jeers of a doubting crew,
Or dare you, whether you win or fail,
Strike out for a goal that's new

—Edgar A Guest.

COTTAGE HONOR ROLL

Week Ending April 8, 1945

RECEIVING COTTAGE

Phil Batson
Thomas Brantley
Coy Crabtree
Ralph Cranford

COTTAGE No. 1

(Cottage Closed)

COTTAGE No. 2

John Allen
Charles Byrd
Walter Byrd
Harvey Cothrin
Ralph Gibson
Gerald Johnson
Donald Kirk
Barney Mills
Harold McKinney
John McLean
James McMahan
James Norton
Carlton Pate
William Phillips
Hayes Powell
Jack Ray
Van Robinson
James Sneed
Clyde Wright
Kermit Wright

COTTAGE No. 3

Charles Allen
James Arrowood
William Britt
Linden Barnett
Craven Callahan
Joseph Case
William Doss
Charles Earp
Thomas Everhardt
James Graham
Earl Green
Jack Hensley
James Hensley
Thomas Hyder
Bruce Honeycutt
Samuel Lynn
A. J. McCraw
Jack Oliver
Robert Peavy
William Poteat
Lloyd Purdue
Donald Redwine
Paul Wolfe
Ernest King

COTTAGE No. 4

J. C. Alley
Robert Blackwelder
Charles Carter
John Fine
Eugene Hudgins
Hobart Keaton
William Lewis
Roy Miller
Leroy Pate
James Parker
Thomas Ruff
Paul Stone
James Smith
Wesley Turner
Brady Tew
Edward VanHoy
Eugene Watts
Leslie Winner

COTTAGE No. 5

McIver Horne
John Love
Samuel Price
William Wall

COTTAGE No. 6

Arthur Brooks
Thomas Childress
Rufus Driggers
Keith Futch
Earl Gilmore
Stanford McLean
Robert Mason
Nolan Morrison
Clay Shew
Charles Sellers
Leroy Wilkins

COTTAGE No. 7

Robert Bradbury
David Brooks
Robert Cannady
Horace Collins
Talmage Duncan

Carlos Faircloth
Carl Goard
Ned Metcalf
Joseph Mitchell
Ray Naylor

COTTAGE No. 8
(Cottage Closed)

COTTAGE No. 9
Raymond Cloninger
Kenneth Dillard
Edward Guffey
Defoye Inman
Richard Johnson
Eugene Peterson
J. B. Wilson

COTTAGE No. 10
(No Honor Roll)

COTTAGE No. 11
(No Honor Roll)

COTTAGE No. 12
(Cottage Closed)

COTTAGE No. 13
Fred Bostian
Luther Coble
Thurman Daniels
David Eaton
Raymond Fillyaw
Eugene Frazier
Preston Lockamy
Rufus Massingill
Walter Neagle
William Whistnant

COTTAGE No. 14
Charles Blakemore
Everett Bowden
Edward Britt
Hugh Cornwell
William Ferguson
William Lerschell
Reeves Lusk
Troy Morris
William Rogers
Bruce Sawyer
James Spence
Milton Talley
Lester Williams

COTTAGE No. 15
Frank Bass
Houston Berry
Harold Coffey
Jack Crump
Robert Flinchum
William Holder
R. V. Hutchinson
James Knight
J. B. Ledford
Gordon McHan
Robert Myers
William Myers
Hilton Reid
Robert Rivenbark
Robert Summersett
Kenneth Staley
Dewey Smith
Clyde Shook

INDIAN COTTAGE
(No Honor Roll)

INFIRMARY
(No Honor Roll)

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of April 15, 1945

April 16—Howard Jones, Cottage No. 10, 15th birthday.
April 16—James Carl Locklear, Indian Cottage, 13th birthday.
April 17—Robert Blackwelder, Cottage No. 4, 15th birthday.
April 18—Maxie Shelly, Cottage No. 11, 15th birthday.
April 21—Richard Davidson, Cottage No. 6, 11th birthday.
April 21—Peter Chavis, Indian Cottage, 16th birthday.

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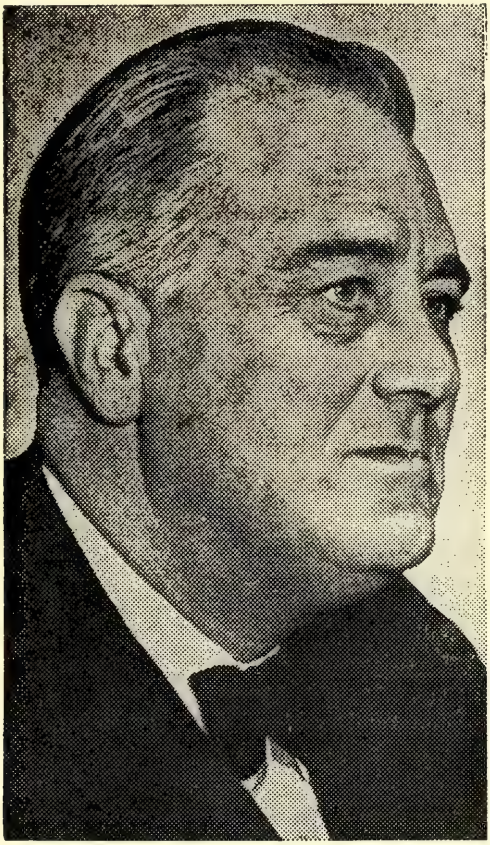
THE UPLIFT

VOL. XXXIII CONCORD, N. C., APRIL 21, 1945 No. 16



1882 — Franklin Delano Roosevelt — 1945

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The Uplift

A WEEKLY JOURNAL

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S. G. HAWFIELD, Editor

LEON GODOWN, Printing Instructor

LIFE CHALLENGES US

Conditions we meet today challenge our grit,
And hope, without action, won't change them a bit.
Just folding our hands in a reconciled way,
Resigned to our lot, will not brighten the day.
And there is no method to make it more bright,
Excepting by means of a God-given light—
A lamp that is lit by the courage of souls
Who never look back, but keep on to their goals.

And looking behind us, what is it we see?
Who was it that left us this land of the free?
A weak lot of quitters? We know it was not.
It was left us by men who struggled and fought.
And shall their example be futile and vain,
A record, too splendid for us to sustain?
Or shall we, inspired by the record they made,
Go forward, undaunted, with hearts unafraid?

—Selected.

THE TRAINING SCHOOL'S TRIBUTE TO FRANKLIN DELANO ROOSEVELT

On Sunday morning, April 15th, instead of the regular session of our Sunday School, the entire period was given over to a memorial service honoring Franklin Delano Roosevelt, whose sudden death on April 12th, saddened practically the whole world.

The stage in the school auditorium was beautifully decorated with flowers. On a small stand in the center of the stage was a large picture of our beloved President, flanked on either side by a small United States flag and a cluster of flowers.

As a number of old familiar hymns were softly played on the piano, the boys filed quietly into the auditorium. There was an air of deepest reverence as they moved slowly down the aisles to their seats. From the expressions on their youthful faces it was plainly evident that they, too, realized the sadness of the occasion as they joined countless thousands of mourners throughout the world to pay homage to their fallen leader.

The program was opened by the entire assemblage joining in singing "Abide With Me." Superintendent Hawfield then read the 46th and 121st Psalms, which were used in the funeral service held in the White House the preceding afternoon. Mr. Hawfield then made a prayer, closing with the Lord's Prayer, in which all joined in repeating.

After the audience sang "Nearer, My God, To Thee," the 13th chapter of I Corinthians was read by Mrs. Hawfield. This is one portion of Scripture that President Roosevelt loved so well, and one to which the Bible was opened as he repeated the oath of office as President of the United States on four occasions.

"Lead On, O King Eternal," one of the favorite hymns of this great American, was then sung by Leon Godown, a member of the Training School's staff of workers. Following this selection, a group of twelve boys sang "There's a Star-Spangled Banner Waving Somewhere." Mrs. Frank Liske played the piano accompaniment for the various musical numbers.

Superintendent Hawfield then delivered an address, briefly summarizing the career of President Roosevelt, and calling attention to the position of love and esteem he occupied in the hearts of people in all walks of life and in practically all countries of the world. His remarks were as follows:

Our nation is in a period of deep mourning because of the death of our great President, Franklin Delano Roosevelt, which occurred on

April 12, 1945. This great leader has finished his work and has passed into the great beyond to be numbered with the immortal heroes of all ages.

In all situations where people congregate and get together, they are expressing their deep sorrow and their regrets because of this great tragedy. On all sides, too, the people are competing with each other in expressing their appreciation for his life and their humble tributes of praise for his masterful achievements in their behalf. This is not a time when we should find ourselves stampeded into expressions of extravagant eulogies which might be superficial, but it is a time when people everywhere should give expression to the finest sentiments of their spirit, and should re-dedicate themselves to the great principles of liberty and justice for which the departed leader stood so courageously in his lifetime.

Franklin Delano Roosevelt, thirty-second President of the United States was born at Hyde Park, New York, on January 30, 1882, and he was therefore slightly beyond 63 years of age. He was the only son of the late James and Sara Delano Roosevelt. His is an illustrious family noted for its fortunes and fame in aggressive leadership and in positions of national prominence, and noted none the less for its culture, refinement, and traditions of gentility.

On this day, as we attempt to pay tribute and reverent homage to this peerless leader, we hope to analyze briefly some of the things which caused him to be the great leader that he was. At the beginning it should be said that Franklin D. Roosevelt was primarily a great man because he had within him a great spirit or great soul. It is impossible for a person to rise to greatness who does not have within his innate nature or his innermost soul the basic elements of true greatness. Someone has said that at any given period in the world's history there are probably not more than three or four really great men, which means that all the others have shades of bigotry, prejudice, selfishness and other hampering vices.

It seems to me that these are some of the basic reasons why Franklin D. Roosevelt will go down in history as a great leader.

In the first place, he has been recognized throughout his long career as a democrat and a liberalist who has championed the rights of the common man. The great masses have followed him both with their sentiments and with their ballots. If there were doubt in the minds of anyone why he could be elected President of the United States for four successive times, all he would need to do would be to observe the devotion and interest of the common people as they stood by the railroad tracks when the funeral train made its way from Warm Springs, Georgia, to Washington.

Second, he was a great leader because he had high ideals and a great ambition for doing good. This gave to him a boundless courage which made him unafraid in the courts and councils of groups of

men, many of whom were bitter critics. Because he was courageous he achieved great things.

In the third place, he was great because he cheerfully forgot his own physical limitations and afflictions in order that he might serve humanity. He might easily have given up in despair. He might easily have accepted the role of a bitter invalid whose greatest thoughts would have been centered in himself, but he did not. He placed himself on the altar of service to do the best that he could.

In the fourth place, he was a person who was a profound student of world history and world problems. Even when he was on his bed of affliction, he utilized the time in studying the great problems of mankind, and because of his comprehensive knowledge and understanding he possessed the wisdom and the foresight of a wise prophet. He was one who was able to read the signs of the times and to interpret the movements of his age more clearly than those about him. Too many were unable to fathom the meaning of it all, but he did. History will recall that he foresaw the deepening shadows of war as they moved closer to the borders of our homeland, and he sought to prepare the nation for the conflict even in the face of great opposition.

In the fifth place, he will be recognized as a national hero because he has been setting the stage and leading the way for international peace. His life, in recent years, has been dedicated to the formation of an organization dedicated to the preservation of the peace of the world. In the last election, the voters of America sought to give encouragement to him personally, an endorsement for the programs for which he stood. Indeed, his life has been most sincerely dedicated to a world-wide organization of peace in order that the young men of the nation may never have to spend their lives in the conflicts of battle.

Finally, it might be said that he stood for the principles of progressive movements in government to the extent that he was perfectly willing to lay aside all traditions whenever it seemed necessary to do this, in order to provide for the welfare of the people. Frequently this meant that he encountered moments of bitter defeat, but, after all, he could never have possibly achieved as he did had he not been willing to face some great defeats. It might be said, too, with great emphasis, that he would have led the nation much further on the road to better living and better opportunities had it not been for the obstructionists along the way. Now we find ourselves faced pretty largely with the necessity of turning ourselves more and more towards the principles for which he stood rather than towards the personality of the leader.

It is indeed a great tragedy for this nation, coming in such a critical period in our history. It is tragical, also, because he had so many things to do, and it seems in a sense that much in his life at least will

be left undone, but, after all, the great men of the ages have laid down their mantles in the midst of their greatest efforts. This is as it should be, for the works of a great spiritual leader are endless in their course and unmeasured in their scope.

The singing of "Rock of Ages," one of the most popular of all Christian hymns, brought to a close this tribute to the memory of Franklin Delano Roosevelt, who will go down in history as one of our greatest Presidents.

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of April 15, 1945

Week of April 22, 1945

April 22—Bobby Roberts, Cottage No. 15, 16th birthday.
April 22—Herschel Duckworth, Cottage No. 7, 13th birthday.
April 23—Kermit Wright, Cottage No. 2, 15th birthday.
April 23—Earl Brigman, Cottage No. 11, 14th birthday.
April 24—Carlton Morrison, Cottage No. 10, 16th birthday.
April 24—Ned Metcalf, Cottage No. 7, 13th birthday.
April 25—Jimmy Parker, Cottage No. 4, 15th birthday.
April 25—Luke Hopson, Cottage No. 5, 14th birthday.
April 27—James Milloway, Cottage No. 14, 16th birthday.
April 27—Thomas Brantley, Receiving Cottage, 16th birthday.
April 28—James Chavis, Indian Cottage, 14th birthday.

LOCAL HAPPENINGS

Reported by Boys of the School Department

A Surprise

By Earl Green and Samuel Lynn

Last Saturday afternoon, Mr. Hines took the Third Cottage boys to the ball grounds. There they played soft ball, baseball, marbles, volley ball and many other games. After the boys had played for a while, Mr. Hines told them to get in line. He then gave each one a cinnamon bun, some pop-corn and candy. All of the boys enjoyed this treat and thank Mr. Hines very much.

Notes of Interest

By Jack Oliver, 8th Grade

Lately, some of the officers and matrons have been giving the boys parties, and they enjoy them very much.

The boys in various cottages have been getting ready for baseball. Many of them have a good supply of material to use during their play periods.

We are glad to report that there are only a few boys in the infirmary. They are all getting along very well and will soon be back to their cottages.

Cottage No. 1 is in good shape now that some repairs have been made, and we hope Mr. and Mrs. Peck, the new officer and matron, will be pleased with their quarters.

Mr. Hines and Mrs. Dutton were placed as officer and matron at Cottage No. 3 last Wednesday night. They have given the boys grand times for the past few days. Mr. Hines took fourteen of the boys over to hear Mr. Mott last Friday night, and Mrs. Dutton has prepared nice meals for the boys.

Quite a few of the boys have Testaments and Bibles. At the B. T. U. meetings the boys tell how many chapters they have read during the past week. At all of the cottages the boys have periods in which they can read. Some of the boys who do not belong to any church read the Bible. The First Baptist Church, of Concord, gave Bibles to the boys who belong to that church, and Rev. Mr. Davis, pastor of the Southside Baptist Church, gave Bibles to those who joined his church.

Mr. and Mrs. R. A. Sappenfield, officer and matron at Cottage No. 3, left the school last Wednesday. They had been at this cottage about five months, and the boys regretted to see them leave. Several presents were given them before they left. We hope they have a fine time at their home, also that they will write us soon.

Friday's Assembly Program

By William Whistnant, 8th Grade

First on the program, Mrs. Miller read an article from a newspaper concerning the death of President Roosevelt. Mrs. Morrison then read the Twenty-third Psalm. We then had silent prayers. While all had their heads bowed, Mrs. Kiser sang "An Evening Prayer." A group of songs followed. They were: "America," "America the Beautiful," "God Bless America" and "The Star-Spangled Banner." Mrs. Liske played "On-

ward, Christian Soldiers" as the boys marched out of the auditorium.

Party

By William Poteat, 8th Grade

On Monday afternoon of last week, the boys of the second grade received a pleasant surprise when Jesse Parker, a pupil of that grade, invited all twenty-six of them to be his guests at a social. Mrs. Morrison, who is the second grade teacher, gladly consented, and as a result, all of the boys enjoyed themselves very much.

The picnic was held on the campus and lasted for an hour or more. For refreshments, Jesse served plenty of ice-cold lemonade and a generous slice of fruit cake to each lad present.

These boys enjoyed the social very much, and I'm sure they are grateful to their generous schoolmate for making this good time possible.

Honorable Mention

By John Allen, 8th Grade

Recently in "The Uplift" there was an article about the boys in the eighth grade who earned honorable mention in an English test. Some of the boys in this grade also deserve the same rating in Arithmetic Computation, Arithmetic Reasoning and Reading, and we give their names as follows:

Arithmetic Computation—John Allen, Charles Blakemore, James Perkins, Robert Flinchum, Ray Edwards, Marshall Sessoms, Thomas Stallings, Harvey Squires, Charles Brown, Jack Benfield, Charles Allen, Leonard Bradley, Gerald Johnson, Robert Lee and William Poteat.

Arithmetic Reasoning—Charles Allen, John Allen, Thomas Stallings, Leonard Bradley, Robert Lee, Robert Flinchum, James Perkins, Hugh Cornwell, Carlton Morrison, Charles Blakemore, Charles Brown and Charles Shore.

Reading—John Allen, Thomas Stallings, Raymond Cloninger, William Poteat, Charles Young, Bruce Sawyer, Charles Blakemore, George Hill, Harvey Squires, Charles Brown, Leonard Bradley, Jack Oliver, Robert Flinchum, Marshall Sessoms, William Hammond, Charles Shore, Garmon Hubbard, Eugene Hudgins, William Whistnant, Charles Allen, Charles McClenney, Jack Benfield, Edward Renfro and Robert Lee.

Supper

By Kenneth Staley, 8th Grade

Last Sunday afternoon, a group of thirty-two boys, under the direction of Mr. James H. Hobby, had an outdoor supper, along with Joe Spears, the son Mrs. Spears, matron at Cottage No. 15. Each boy was given sandwiches and one quart of milk. They were also served ice cream and cake. Some of the boys went to the creek to fish, while others played games. They all had a very nice time. We are very grateful to Mr. Hobby for such a good time.

Choir Boys Practice

By Jack Gentry, 8th Grade

The choir boys went to All Saints Episcopal Church, Concord, on Wednesday night of last week to practice. Mr. Albert Willis came out to the school for them. The choir boys are: Jack Benfield, Jack Gentry, Raymond Hunsucker, James Stadler, Craven Callihan, George Guyton, Harold Mc-

Kinney and William Poteat. The practice was mostly on marching into and out of the church. All of the boys are trying to do their best to serve this church, and we are grateful for this opportunity of helping out in the services. We all thank those who made it possible for us to become choir boys.

Group Visits First Baptist Church

By John Allen, 8th Grade

On Friday night, April 13th, seventy-four boys from the Training School went to the First Baptist Church, Concord, to hear Dr. Mott, of Winston-Salem, speak in a revival meeting that was sponsored by that church.

Dr. Mott took his text from Phillipians 1:21: which says: "For me to live is Christ, and to die is gain." This was written by Paul while he was in prison writing to the Phillipians. He talked on the life of Paul and brought out the points of interest in his life as a Christian and in his life before accepting Christ. He spoke of Paul's school days when he studied with the great teacher, Gamaliel, and how as he grew older he thought it was his duty to keep Christians from preaching about Jesus. He persecuted many and quite a few were killed because of him. After Paul saw the light and heard the voice on the road to Damascus he did very much to help Christians and preached about Christ.

Dr. Mott made an interesting talk and after he finished there was a period of silent prayer, and they asked for any who wanted to confess their faith in Jesus Christ to come to the front. Several went up and received a blessing.

All of the boys enjoyed the meeting very much and appreciate the interest that the people connected with the church are taking in them.

Party at Cottage No. 2

By John Allen, 8th Grade

On Saturday evening of last week, the boys of Cottage No. 2 had a party on the lawn in front of the cottage. Several of the boys had prepared some lemonade to drink. There were twenty-nine boys in the group and each one received some cookies and a cup of lemonade. After they had been served the boys resumed their playing.

Program by Boys of Cottages Nos. 2 and 3

By John Allen, 8th Grade

Last Saturday night, the boys of Cottages Nos. 2 and 3 met in the sitting room of Cottage No. 2 for a program arranged by the No. 2 boys.

To begin with there was a Bible reading by Mr. Tomkinson and a prayer by Mr. Hines. The boys then sang two songs entitled "Shall We Gather at the River" and "The Beautiful Garden of Prayer." Next was a Bible Story, "How a Wicked Plan was Spoiled by a Vision of Jesus." Following this there were some speeches by several boys. The speeches covered what the boys saw and heard when they attended the First Baptist Church, Concord, on Friday night.

There were some recitations and songs, and then the program was closed. The No. 3 boys returned to their cottage after thanking the boys of No. 2 for inviting them over for the program.

Last Sunday's Service

By Thomas Stallings and William Whistnant

Last Sunday morning's program was dedicated to the memory of Franklin D. Roosevelt, the thirty-second President of the United States.

At the beginning of the program Mr. Hawfield read two of Mr. Roosevelt's favorite Scripture selections. They were the 46th and 121st Psalms. Then Mrs. Hawfield read the 13th chapter of I Corinthians, to which the Bible was turned when he was sworn into office.

The group then sang a hymn entitled "Abide With Me." After this song, Mr. Hawfield read some quotations of what some great men said about the death of Mr. Roosevelt. Mr. Hawfield then called on a group of ten boys to sing "There's a Star-Spangled Banner Waving Somewhere." These boys were: Bruce Sawyer, Ray Edwards, Charles Blakemore, Melvin Radford, Earl Green, Charles McClenney, Charles Shore, Charles Allen, Edward Renfro and Marshall Sessoms. Then Mr. Godown sang a hymn entitled "Lead On, O King Eternal." This was one of Mr. Roosevelt's favorite hymns. The group sang two more hymns, "Nearer, My God, to Thee" and "Rock of Ages," after which Mr. Hawfield closed the program with a prayer.

Old Clothing Collection

By Robert Flinchum and William Hammond

Last Sunday afternoon, the Boy Scouts of Troops Nos. 1 and 4, of Concord, took part in the old clothing collection. The Scouts first went around and told people to get all the old clothing in front of their houses by 2 o'clock. The boys from the Training School who took part were as follows: Robert Flinchum, Bruce Sawyer, William Hammond, Samuel Dill, J. D. Perkins, David Prevatte, Harry Matthews, Harold Coffey, William Bass, Craven Callihan and William Whistnant.

We went around after the clothing in a government truck. The drive was a big success.

B. T. U. Meeting—Intermediate Group

By Gerald Johnson, 8th Grade

The program for this week was as follows: (1) "Introduction," by Hilton Reid; (2) "It Means Self-Denial," by Charles Shore; (3) "It May Mean Changing Life Plans," by Marshall Sessoms.

Mr. Iley then talked to us about disobedience and ingratitude. He told us a story about a woman who washed clothes for other people so that her son could go to college. When he graduated, he acted as if he hardly knew her. Mr. Iley said that was ingratitude.

The last part of the program was "It Could Mean Leaving Home and Friends." Jack Benfield gave this part. We were then dismissed by a prayer by Ned Metcalf.

B. T. U. Meeting—Junior Group I

By Donald Redwine and James Snead, 3rd Grade

Mr. Snyder first read the Twenty-third Psalm, and then made a talk. We had read one hundred and fifty chapters in the Bible during the past week. When the roll was called, we found

that we had 100 per cent attendance. We did not have any parts for this week but had sentence prayers by the group. Then we were dismissed by Mr. Snyder.

B. T. U. Meeting—Group II

By Theodore Young, 5th Grade

First we had a song, "Leaning on the Everlasting Arms." Then we had prayers by a group of boys. They were: Robert Helms, Earl Gilmore, Earl Green, Joseph Mitchell and Harry Thompson.

The name of the program was "How God Guides." We talked about Paul. The first part was by Clyde Wright; the second, by Harold Duckworth; the third, by Samuel Lynn; the fourth, by Joseph Mitchell; the fifth, by J. C. Cayton.

After the program ended, we went to the auditorium where talks were made by Mr. Hines, Mr. Snyder, Gerald Johnson and Clyde Wright. We were proud that the boys of Cottage No. 3 who are not in the B. T. U. were visiting at this service.

———:———

At the present time, the United States Department of Agriculture is announcing a new nation-wide program to meet the wartime need for more milk. A special committee has worked out an 8-point program that will help dairy farmers secure more milk production in 1945. The eight points featured in this program are.

The eight points featured in this program are.

1. Grow an abundance of high-quality roughage.
2. Balance your herd with your feed supply.
3. Keep production records on each cow in your herd.
4. Practice disease-control methods.
5. Produce milk and cream of the highest quality.
6. Adopt labor-saving methods.
7. Take care of your land.
8. Develop a sound breeding program.

These eight points are the fundamentals of a profitable dairy program now, and they will be when conditions change. We urge all farmers in the county to give serious consideration to this program, and adopt it point by point as soon as possible.

—Stanly News & Press.

ONLY ONE AMERICAN IN THOUSAND IS WELL FED

(The New Day)

Only one American in a thousand is really well fed, in the sense that no further improvements in his physical condition could be made by changes in diet, declared Doctor Warren B. Mack, president of the American Society for Horticultural Science and head of the department of horticulture at the Pennsylvania State College, before the meeting here of the Science Talent Institute.

Doctor Warren explained that we are accustomed to considering a person's health to be all right if he isn't actually ill. However, millions of those who are commonly rated "healthy" really have something the matter with them—poor teeth, defective eyesight fragile bones, or other weaknesses—he said.

Looking toward the eventual improvement of this situation are two researches now in progress at the Pennsylvania State College. One of these, known as the Pennsylvania Mass Studies in Human Nutrition, has been in progress 10 years, under the direction of Doctor Pauline Berry Mack, director of the Ellen H. Richards Institute.

In this study, a staff of medical and dental scientists, chemists, physicists and physiologists has examined individuals and families selected to represent the populations of certain cities, towns, and rural areas in Pennsylvania in the same proportions as the various racial, age, economic, and social groups that are found in respective populations.

Records are kept of the foods eaten by the persons examined, and these are compared with the nutritional status or condition of these persons or families.

Measurements of nutritional status include medical and dental examinations, physical measurements to show body build, development, posture and conformation, chemical analyses of body fluids to find their contents of vitamins, minerals, and proteins, microscopic examination of the skin and tissues of the eyes, mouth, and tongue, x-rays of bones to reveal structure and mineral content, and measurement of certain functions known to be related to nutrition.

The studies include also observations of the improvement in various respects brought about by certain food and dietary supplements added to the diets.

A study of plants nutrition, also described by Doctor Mack, has been carried on by Doctor Walter Thomas, plant physiologist at the Pennsylvania State College, during more than 35 years, the last 10 with the cooperatoin of Doctor Mack. In these studies, the mineral nutrition or crop plants grown by commercial methods has been analyzed by determining the concentrations and proportions of chemical nutrients in selected leaves, the plant organs in which the important syntheses occur.

These concentrations and proportions are determined from time to time during the growth of the plants, and are related to the development and yield of the plants as well as to

the different fertilizers, cultural practices, and climate condition to which the crops were subjected.

Both of the research studies have shown that plants as well as human beings are suffering from many varieties of hungar. They indicate that, to satisfy these hungars, not only must the food or nutrients be adequate and of the right kinds, but also they must be in the proper proportions.

They show also that hungry plants result in hungry human beings and animals, because they do not supply the qualities that are needed to satisfy the hungars of the ultimate consumer. Vast areas of soil in this country either lack the nutrients or supply them in improper proportions to nourish fully the plants, animals and people living on them.

Studies similar to these pioneer researches in progress at the Pennsylvania State College are yet to be made but are needed if our increasing population is to be well fed, Doctor Warren concluded.

BE A MAN

It takes a little courage,
And a little self-control,
And some grim determination,
If you want to reach a goal.

It takes a deal of striving,
And a firm and stern-set chin,
No matter what the battle,
If you're really out to win.

There's no easy path to glory,
There's no rosy road to fame,
Life, however we may view it,
Is no simple parlor game;

But its prizes call for fighting
For endurace and for grit,
For a rugged disposition,
And a "don't know when to quit."

—Author Unknown

ASHEVILLE FOLK FESTIVAL PRESERVES OLD TUNES AND DANCES

(We the People)

Jive may be first in the hearts and feet of Young America, but the great reservoir of folk music and dance in the Southern Appalachians is stronger than ever—and spreading out of its home all over the country.

Eighteen years ago, Bascom Lamar Lunsford, a farmer-lawyer of Leicester, N. C., brooded unhappily over the fact that the old songs, stories, and dances he had heard and seen in his mountain childhood were dying out. The radio, juke box, and resort dance hall penetrated the mountains and captured the imagination and loyalty of youngsters. Such folklore as one saw was being emasculated or caricatured by hillbilly and "cowboy" outfits, and ridiculed in vaudeville.

That brooding resulted in the birth of the Asheville (N. C.) annual Mountain Dance and Folk Festival. Everyone said that the people—mostly oldtimers who still knew and loved the Appalachian folklore would never perticipate in public performances.

But Lunsford was undismayed. When he was a child, he had made his first fiddle out of a cigar box, and later as a nursery salesman he had penetrated the remotest coves of the Appalachians and Great Smokies of North Carolina, Tennessee, Virginia, and Kentucky. With him went his 5-string banjo and a prodigious memory.

He became a fimiliar figure at bean-stringin's, corn-shuckin's, barn-raisin's, butter-stirrin's candy-breakin's, shoe-arounds and shindigs. He came not as an outsider, but as a participant, who not only learned new "songs ballits," but could teach many a community champion some tricks he had picked up yan-side of the ridge. At such meetings, attendants swapped tunes and verses like youngsters now swop match covers and stamps. Everywhere there was hospitality for the nit-tree salesman who quickly became known as the Squire of Turkey Creek.

A few of his old friends came to his first festival. . .and ever since have been joined by a growing group of their neighbors, descendants, and other converts to the old tunes and steps. They came from places with homely names as Loafer's Glory, Soco Gap, Spook Creek, and Sickmilk Creek. And they also came from the far-away Smokies, bearing the sonorous names of the Indian country—from Stecoah, Nantahala, Hiawassee, and Cullasaja.

Now the Annual Folk Festival outdraws any event held in Asheville. Some 600 amateurs perform—buck-and-wing dancers, clog daneers, and over a dozen formally organized square dance teams, not to mention fiddlers, string bands, banjoists, vocalists and choirs. This year the City Auditorium was packed to SRO for the event and many of the audience were returned service men and women seeing and hearing Appalachian lore for the first time. Regular attendants have learned to know and love the old ballads.

The Festival has resulted in expansion of interest in the old entertain-

ment. A new generation of square dancers is growing up, and youngsters are learning the difficult profession of "caller." Young vocalists are learning and carrying on the songs of the Anglo-Saxon troubadours which have remained fugitive in the Appalachians for generations.

Lunsford has not let the citified performance destroy the informality which is the very heart of folklore. He refuses to issue a program, and as master of ceremonies calls up and introduces performers as the notion strikes him. No time for the "show" is set—it starts "about sundown" and runs until the performers are tired. Annual championships are awarded. One championship team —Soco Gap group, led by the notable caller, Sam Queen, played and danced a command performance for the King and Queen of England. All of them are amatuers—farmers, schoolchildren, lumberers, mill workers, teachers, in their ordinary occupations.

Both the songs and dances of the Appalachians tend to grow and change because of the casual transmission from minstrel to minstrel. But attempts to superimpose radical changes are frowned upon. At this year's competition, one dance team, neatly costumed, smoothly, performing, with several jive innovations, was easily most popular with the crowd of visitors. The judges, however, brought in a first-prize verdict for a team of ordinary mountain dancers, clothed in about the sort of clothes they ordinarily would wear to a neighborhood dance. They won because they seemed to most truly present a natural and normal mountain square dance—lively, energetic, spontaneous, but not stagey.

Most spectacular and most popular competition at the Festival is among these square dance teams. The traditional square dance is performed by only four couples (whence its name) but in the Southern Appalachian settlements its character was altered. Everybody who came was permitted to dance and the number has no practical limitations. Traditionally, the dance master, or "caller," was a musician or spectator. In the Appalachians, he is the most active participant and the pace-setter.

"Calling" is a vibrant and obscure art. There are innumerable figures, and many "callers" are reluctant to tell all the figures they know. Many have personal improvisations. There are, however, traditional figures known to all square dancers, and a lively caller with a large and colorful repertoire, sometimes may be imported a hundred miles to "call" a gala dance. Some of them are "singers"—that is, they call the figures in time with the music, often with humorous interpolations.

A real mountain square dance is no place for soulful neckers. While a light, springing, slightly gliding step is the ideal, actually it is often more vigorous, ranging from energetic to stomping. There is little chance for conversation, because it is essential to listen to and watch the caller closer, and there is a great deal of changing of partners, with the figure being changed suddenly and frequently. Usually, after about every four figures, the caller announces a big ring movement such as "Promenade" or "Grand Right and Left."

Music, usually violin, guitar and five-string banjo, follows a lively, headlong style (about 140 quarter notes to the minute), with the time

2-4, sharply accented on the first note of each measure.

This is quite a pace for beginners, and since a set often lasts 15 or more minutes, it often leaves the 16 or more participants laughing, flushed, exhilerated but breathless.

Lunsford himself has become a nationally known authority on folklore. Once he sat down and dictated from memory 316 old ballads for Columbia University. He hunts lost fragments of ballads like a bird-dog stalks quail, and has chanced upon many rare songs which had been thought lost forever, but which survived in the dying memory of some occupant of a remote mountain cabin.

Lunsford saw his dream of recognition come true when the King and Queen of England visited America in 1930, and he was invited to put on a performance for them at the White House. To the spirited rhythm of a string band, the Soco Gap team swung into the old figures—Wagon Wheel, Ocean Wave, Dive and Shoot the Owl, London Bridge, and King's Highway, while caller Sam Queen sang out the numbers:

Hold your hands just like I do
And let King George's men pass through
Half way round and half way back.
Hold your hands as high as the sky
And let King George's men pass by.

———:———

GERMANS STEAL ART VALUED AT BILLIONS

Francis H. Taylor, director of the Metropolitan Museum of Art, New York, told the Royal Architectural Institute of Canada that the Germans have looted Europe of about $36,000,000,000 worth of art treasures and gold and jewelry.

Mr. Taylor, a member of the United States commission investigating Nazi robbery of European works of art and other valuables, said the Germans have a special service battalion formed to rob conquered areas of art works. In Florence, Italy, the record of vandalism was "a ghastly story." After the liberation of Paris, 55,000 paintings expropriated from private collectors by the Germans had been found.

Some of the more outstanding treasures are believed to have found their way into the collections of Reichmarshal Herman Goering, Propaganda Minister Dr. Joseph Goebbels, and other Nazi leaders.

Many priceless objects of art apparently have been hidden carefully by the Nazi looters and it probably will take the most expert and ingenious searching to uncover them when the war is ended.—Mooresville Enterprise.

THEY CHANGED PROFESSIONS

By R. C. Lawrence in The State

The Scriptures propound a quite pertinent question: "Why halt ye between two opinions?" — a query which might have been most properly addressed to many famous Americans and some renowned Carolinians. There was one Grover Cleverland who abandoned his post as high sheriff of Buffalo County, New York (were he personally conducted a hanging) to become Governor of his native State and twice President of the United States. Our own Andrew Jackson abandoned the practice of the law to win fame upon the battlefield, and his victory over the British at the battle of New Orleans landed him in the White House. Moreover, our Carolina born Andrew Johnson passed his early career as a tailor before entering upon the practice of the law and rising to political fame first in his adopted State of Tennessee and then in the life of the Nation. Thomas Woodrow Wilson was bred to the bar but concluded both to shorten his name and to change his profession and he became successively President of Princeton University, Governor of New Jersey, and First World War President. He also was linked to Carolina, inasmush as his father was pastor of a Presbyterien church at Wilmington where his son was known as "Tommie" and the lad was later a student at Davidson, where he is recorded as "Mr. T. Wilson."

Coming a little closer home, our brilliant senior Senator Josiah William Bailey was an editor until during his late thirties when he abandoned the paste-pot and scissors for the tomes of Blackstone, My Lord Coke, Ferne on Remainders and other light legal literature. On the other hand the versatile Santford Martin left a quite promising career at the bar to achieve fame (if not fortune) as editor of the Winston Journal and the Winston Sentinel. But the shoe is not always on the same foot, as witness one Clyde Ruark Hoey, youthful editor of the Shelby Star, who left a promising career as a country editor to embark upon a legal and political career, in which he attained some measure of success, as it once landed him in Washington, brought to him the Governor's chair, and finally sent him to the United States Senate.

Take the case of Governor Thomas Burke, the only Catholic Governor of our State. The Governor began life as a practicing physician, but abandoned the profession of Hippocrates for law and politics. Physician and surgeon Hugh Williamson went him one better, for he was at different stages in his long career a Doctor of Divinity, a professor of Mathematics, a member of the Continental Congress a signer of the Federal Constitution, the author of an elaborote history of our State and an author of several works on the fauna and flora of our State. There is Dr. John F.Owen, who was bred to the bar under Dean Needham Y. Gulley of Wake Forest, but who left the courts to become a well known psychiatrist.

Consider the case of Joseph Blount Cheshire Sr. He was bred for the bar,

a profession for which he evinced great aptitude, yet he heard the "still, small voice" calling him to the ministry and he became the rector of an Episcopal church, as his father had been before him, rising to the bishopric of his denomination. He left behind him a volume of memoirs which contains a wealth of quaint and curious information about folks and affairs in our state. It is supposed to be a deep and dark mystery but one Josephus Daniels began life as a lawyer, and it was only because he found clients somewhat scarce that he began to indulge his penchant for newspaper work which was to win for him national recognition as an editor and when brought to him appointment as Secretary of the Navy and as Ambassador to Mexico.

John Allen McLean hailed from the section of the "God Blessed Macs," and he not only entered upon a brilliant career at the bar but he married a lady who was somewhat steeped in legal lore herself since she was a daughter of Chief Justice Walter Clark. Yet John Allen abandoned the law for the ministry, and today he is the Reverend Docter McLean, for many years pastor of Ginter Park Presbyterian Church in Richmond, and one of the greatest among Southern Presbyterian divines. Take the case of Captain Samuel A'Court Ashe, last surviving officer of the regular Confederate army, who won wide renown as an editor, author and historian. Yet in his early manhood he was a follower of the profession of Taft, Hughes and Stone.

There was Sylvester B. McLean, one of the ablest lawyers of his section, for many years solicitor of his district and a bold and fearless prosecutor. Yet he abandoned the law for the ministry, and is now appearing before the court of last resort, representing exclusively the defendants! But here again the exception proves the rule, for our famous Thomas Dixon began life as a powerful pulpiteer and was the occupant of a metropolitan pulpit in New York City before he abandoned the ministry for the lecture platform from which he progressed to win both fame and fortune upon the field of authorship. Charles Brantley Aycock, ablest of our post Civil War governors and one of our two representatives in the National Hall of Fame, began life as a school teacher and as county superintendent of schools before embarking upon the legal career in which he was to rise to the top of his profession on the field of the South.

When I was at Wake Forest College there was a student there who received his education free as a prospective Baptist minister and who was duly ordained to the ministry while yet an undergraduate. Also at the same time he took his course in law and was licensed to practice while yet an undergraduate. On the day he received his diploma he was asked by a member of the faculty as to what he intended to make of himself and he replied: "Well Professor, I can either preach or practice law, but the work I most prefer is clerking in a grocery store and I think I will start out on that." He did, and so continued to the end!

United States Senator Marion Butler began life as an editor, and his paper, the Caucasian, became one of the most influential papers in the state and one of the pillars upon which the cause of the Populations party was based. It was not until about the time of his election to the

Senate that he began the study of law. He was our only Populist Senator.

Consider, if you will, the unique record of United States Senator Timothy Bloodworth. He was a wheelwright by occupation, but abandoned a quite promising career in that to enter public life. He was a member of the legislature during the fight which was waged between Fayetteville and Raleigh over the location of the permanent site for the capital city. There was a legend that it was the influence of the representative from New Hanover which turned the tide in favor of the Raleigh location, in recognition of which the Commissioners who were designated to lay out the site of the future capital named one of the principle streets Bloodworth! The Wilmington wheelwright soon thereafter was elected to the United States Senate, the only artisan ever elected to that position from our State.

There was Rev. David Ker, first Chairman of the Faculty of the University, who admitted Hinton James as the first student at the institution fathered by General William R. Davie. Ker abandoned the ministry for the law and in due season rose to become a Federal Judge in the then Territory of Mississippi. Francois Xavier Martin was printer by profession but abandoned that occupation for the law and became a Federal District Judge in Mississippi, later being elected as the first Chief Justice of Louisiana. In his old age after long absence from our State, he wrote a quite ordinary State History.

United States Senator Jeter C. Pritchard, our only Republican Senator since Reconstruction, and one of the three Federal Circuit Judges appointed from our State, began life as a journeyman printer and it was not until he reached quite mature manhood that he studied law and entered public life in which he was to attain national eminence and win and hold the confidence and esteem of all Carolinians without regard to political party.

Then there is Casper Warren who began life as a lawyer at Dunn, where he was associated in the practice with Judge N. A. Townsend who later rose to high office in Washington under the Roosevelt administration. But he abandoned the law for the Gospel and he is now the Rev. Dr. Warren, Pastor of the First Baptist Church of Charlotte.

Just look at Julian Price. The man had a simply fine position as a telegraph operator, but he had to give it up to become President of the Jefferson Standard Life Insurance Company—largest in the South!

EFFORT

The smallest effort is not lost;
Each wavelet on the ocean toss'd
Aids in the ebb tide or the flow;
Each struggle lessons human woe..

—Mackay.

THE MINISTER'S WIFE

(The Speakers Library)

Since a man and his wife are one, no revelation of a minister would be complete which ignored or slighted the mistress of the manse.

Yes, she has a hard time, but not so hard as some of you imagine. Her tribulation have been greatly overestimated. When she has a harder time than other women, it is frequently her own fault. A parson's wife has unique opportunities for blundering. When such opportunities are numberless, it is a rare woman who is able to turn her back upon them all. Many a minister's wife makes herself wretched by attempting the impossible. It is impossible, for instance, to please everybody; and woe to the mortal foolish enough to attempt it. The chief end of woman is not to please people, but to do her duty. A failure to learn this has wrecked the happiness of many hearts. Or she may attempt to keep pace with her husband in pastoral calling. A woman who takes upon herself the pastoral work of a large parish need not be surprised to find herself, sooner or later, in a nervine hospital. God punishes women who break His law in a foolish ambition to satisfy public expectations. Or she may try to walk in the footsteps of her predecessor. This is a gratuitous method of self-immolation. No two women have the same nature, and it is foolish to wear one's self out in trying to do things simply because somebody else did them. Or she may allow the good women of the parish to place her on the twelve thrones of Israel—a proceeding which invariably invites disaster. Uneasy lies the head that wears twelve crowns! It is much better, as a rule, for a minister's wife to let other women sit on the thrones, while she takes her place among the loyal workers who engage in obscure and unofficial labors. Because a woman is married to a minister, it does not follow that she must be the president of every organization in the parish, or preside at every public meeting which women may hold. No minister's wife should bear any more parish burdens than her own good sense tells her she ought to carry. To carry them simply because some good and officious sister thinks she ought to do it is consummate foolishness.

Much depends upon the way a minister's wife uses her tongue. It is not necessary for her to talk about her ideas of what a church has a right to expect of her. People will find out her ideas from her conduct. (Ministers frequently start antagonisms on entering a parish by blowing a trumpet at the gate announcing to the faithful what they purpose to do.) If they would quietly do what they propose to do, and say nothing about it, there would be less friction and more progress. A minister's wife who blows a trumpet on entering the town publishing what she will do and what she will not to, inevitably stirs up oppositions which she will never be able to overcome. If she intends to perform marvellous feats, her intention should be kept a profound secret; if she proposes to shake off most of the burdens which the wives of clergymen usually carry, she should be exceedingly meek

and say nothing. The people of a parish will allow a minister's wife to do practically what she pleases, if she does not challenge their criticism by shouting from the housetop what she considers her privileges and rights. It is remarkable how sensible most Christians are if they are not provoked to act the fool. Just a spark of folly in the pastor or his wife will often kindle a conflagration of foolishness which no one can extinguish. Whenever you hear a clergyman or his wife laying down in public the limits of their obligations and the extent of their duties, look out for a squall. If a minister and his wife offend not in tongue, the same are a perfect couple.

But the minister's wife is not always to blame. There are women in every parish who are adepts in the art of making the wife of the minister uncomfortable. They can call on her at all hours of the day, upsetting her plans and interrupting her work. They can everlastingly urge her to call on them. If she accepted every invitation to call, there would be no time left for anything else. They can repeat to her all the dismal stories afloat in the parish. They can insist upon her taking the leadership in every good cause, whether God Created her for leadership or not. They can give her advice without being asked for it. They can say uncharitable things, and make damaging comparisons, and—it would take a woman to enumerate all the things which women can do.

Let her alone. If she has children, and wants to stay at home with them, let her do it. It is her right to do it. If she prefers to give her time to her husband, helping him in his correspondence, and bearing the burden of household cares, let her do it. There are other kinds of Christian work besides work done at sewing-bees and missionary meetings. It is work enough for any woman, just taking care of a minister. If she is timid and retiring, let her alone. What right have you to haul her out in public places when every fiber of her being revolts against it? If she wants to dress plainly or superbly, let her alone. If her husband is satisfied, you ought to be. If, on the other hand, she insist on running everything—from her own kitchen up to the missionary convention — forgive her. Some women are made that way; they cannot help it.

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It is no achievement to be beautiful when young; nature and heredity attend to that. But to be beautiful when old is a definite accomplishment, and only possible to those who have lived a life of truth and beauty.—Selected.

THE GAME OF MAKE-BELIEVE

By Sude O. Nymn in Sunshine Magazine

The manager shook his head. "Don't think it's any use—we're not putting on any new salesmen. Besides, you're too young and inexperienced."

"But, you see, I'm willing to learn—and at my own expense."

"Nope. If the boss were here I think he'd tell you the same. He's away for a spell. Sorry."

Jerry Gosman gazed wistfully through the window of the office room to the floor below, where stood an array of white, shining electric household machines. He thought there was a great future for such electrical appliances in the home, and he had come with a determination to get into it. But the rebuff of the morning was disheartening. He grinned a feeble grin.

The next morning he appeared again. The manager was impatient, but sympathetic. "Well?" was all he said in response to Jerry's greeting.

"I have decided to wait till the owner returns," Jerry said. "Do you mind if I just look around on the floor? Those machines are interesting."

The manager looked doubtful, but was impressed with the young man's interest and persistence. "Why, go ahead; don't bother anything." And the manager called after him, "But get the notion out of your head that you're a salesman."

Jerry looked back with an appealing smile that intrigued the manager. "Poor kid," he said, "I hope I didn't kill him."

But Jerry came again the third day, and the fourth. The manager was considerate, but he finally said, "Perhaps, Jerry, you'd better not make this a practice, for the boss might drop in suddenly and call me for letting a 'loafer' prowl around."

Jerry felt the thrust deeply, but he excused himself graciously without a retort. And he did not return until some days later—to see the owner. In the meantime he evolved a plan all his own. He would call at homes and owners of buildings, and make believe that he was a salesman. He concluded that it would be a better way to find out if he had the qualities of a salesman than to actually have a job—that if he failed he would not be hurting anybody, not even his own pride.

His first call was a revelation. It was at the home of a prominent citizen. The lady at the door informed him that they did not entertain salesmen at the door.

"But, lady, I am not a real salesman," he countered with a smile. "I'm not trying to sell anything. I'm Just trying to get some experience, and so I'm just a make-believe salesman."

"A make-believe salesman!" exclaimed the lady, with a degree of curiosity; "young man, what's that?"

"You see, lady," continued Jerry, "I just want to see what a buyer says when asked to buy a big fine refrigerator, or something like that, when he doesn't want to buy. May I talk to the gentleman of the house?"

The lady was bewildered, and be-

fore she could answer, a voice called through the open door, "That's interesting, Minerva; let the young man in."

Jerry was escorted to a private office just off the vestibule, where he came face to face with an impressive-looking businessman.

"Who are you, young man, and what's it all about?" asked the man. Jerry saw a twinkle in his eye.

"It's nothing sir," answered Jerry uneasily. "You see, I went to the Wainright store to get a job as a salesman. Well, Mr. Wainright was away, and I asked the manager to let me study the eletrical machines—and they are beauties!" Jerry's eyes fairly sparkled.

"Yes?"

"I'd be very proud to sell those machines to folks—they're sure fine ones—inside and out." Jerry seemed not to know what to say next. He looked at the man, and got help, for the man smiled, and said;

"Wouldn't you like to know my name—if you are going to sell me a refrigerator?"

"Oh, I'm not selling anything, only —well, I'm just trying to make believe. You see, I want to know what you are going to say when don't want to buy one, so that I can work hard to make you want to buy one. You see, it's all a game of make-believe."

The man laughed heartily. "Oh, very well," he said finally; "I don't want to buy a refrigerator—I haven't the time to bother with it. I've wanted to get over to Wainright's, but now I've decided not to go at all."

"I'm sorry, sir—"

"Mr. Johnson, if you please, when you address me," said the man sternly.

"Beg your pardon, Mr. Johnson. But I hope I didn't hurt Mr. Wainright's business. He has such a beautiful line, but I'm not selling for him—I wouldn't dare—you see, it's all make—"

"Look here, young man—"

"Jerry, please—Jerry Thompson," Jerry countered.

"As I was going to say, Jerry, I don't have time to bother with this thing, and I wonder if you would go to Wainright's and buy for me the best refrigerator they have in the store. I'll write down the order."

Jerry turned pale. But he quickly recovered as Mr. Johnson thrust the order into his hand. "I'll pick it out myself, Mr Johnson," he said in his excitement, and fairly flew down the steps.

At the door of the Wainright office, he shouted, "May I see the manager?" But to his confusion, the answer came from Mr. Wainright himself.

"How do you do, —Jerry?"

Jerry! How did he know? Was it just another game of make-believe?

"Don't be afraid, Jerry," said Mr. Wainright calmly. "I know you are suprised. But Mr. Johnson has just called me. He said you made a convincing sales talk. We've been trying to interest him for a long time."

"But, Mr. Wainright, I didn't try to sell—I told him—I just told him how fine your machines were—just a sort of make-believe. Honest, I did!"

"That's just it, Jerry said Mr. Wainright; "that's what convinced him. He knew you weren't working for your own profit. but that you meant what you said."

Jerry could think of no words to say. In his excitement he had al-

most forgotten—he fumbled in his pocket. "Here, Mr. Wainright, is the order."

Wainright took the paper. He looked at it a long time. Jerry began to feel weak. Then a broad smile came over the man's face, and Jerry revived.

"Jerry," Mr. Wainright exclaimed, "this is the best order we've had in weeks. Mr. Johnson has on this paper an order for three of the best refrigerators we have on the floor, and also an order for a complete air-conditioning unit!"

"Maybe—" Jerry was skeptical. "Maybe, it's all a game of make-believe!"

"And you can have the best job in the store, Jerry," Wainright said; "and that's no make-believe!"

Jerry thought this was a strange world, but he smiled, just as he did when calling on Mr. Johnson.

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HOW TO KEEP YOUNG

This is an insistent question with every woman after she reaches twenty-five and every man after he passes forty. And the method of some is to turn back the hands on the dial of the clock. But that is as superficial as it is unprofitable. For it is not so much the number of a man's days that determines the boundary line between youth and age as its is the way he looks, whether forward or backward, and the spirit that is in him. Let Edwin Markham tell us about this in the following impressive lines:

They who can smile when others hate,
Nor bind the heart with frosts of hate,
Their feet will go with laughter bold
The green roads of the Never-old.

They who can let the spirit shine
And keep the heart a lighted shrine,
Their feet will glide with fire-of-gold
The bright roads of the Never-old.

They who can put the self aside
And in love's saddle leap and ride,
Their eyes will see the gates unfold
To glad roads of the Never-old.

—N. C. Christian Advocate

PRISONER'S WORK WORTH 102 MILLION

(Exchange)

This government has realized more than $102,000,000 from the work of war prisoners in this country.

This means:

1. $80,000,000 saved by the government through the work of war prisoners—ranging from watch repairing to common labor—around Army Camps and posts.

2. $22,000,000 paid the goverment by farmers and contractors who hired the prisoners.

There are over 359,000 prisoners here: 306,000 Germans; 50,000 Italians, 2800 Japanese.

Our first prisoners was a Japanese manning a baby submarine in Pearl Harbor Dec. 7, 1941.

The information, and what follows, is from Maj. Gen. Archer L. Lerch, marshal general. He disclosed the facts and figures in a recent speech.

Fifty-six war prisoners have been shot trying to escape: 35 died, 21 were wounded. Of 1350 escapes, all but 12 —six Germans, six Italians—were back in custody by March 1.

Mosts of the escapes are walkaways from a job. Most are rounded up shortly afterwards.

For the work they do the war prisoners get 80 cents a day, not in cash but in "canteen coupons," which they can use for purchasing things in Army prisoner-of-war camps.

Germany pays American war prisoners about the same for work they do.

This is due to an agreement between the two countries.

This doesn't mean you, a farmer, can hire a prisoner for 80 cents a day. You must pay the government whatever the prevailing civilian wage rate is for the work to be done.

The government then pays the prisoner in canteen coupons.

You cannot hire a prisoner if civilian labor is available. The War Manpower Commission has to approve the hiring, notifies the Army, and set the rate of pay.

War prisoners cannot be used on tasks directly related to war operations. This is in accordance with the Geneva Convention, worked out by various nations in 1929 and approved by our Senate in 1932.

War prisoners working for the Army in 1944 did 19,567,719 man-days of work. For farmers and contractors they did 10,181,275 man-days of work.

General Lerch says the War Department has abundant evidence to prove our treatment of German war prisoners has had a direct effect in securing better treatment for American prisoners in Germany. He says American war prisoners in Germany receive between 1800 and 2000 calories of food a day—the same received by German civilians and German soldiers in base camps—and through weekly Red Cross parcels get their total diet boosted to a daily calory intake of 3500, or as much as the average American civilian consumes.

General Lerch says there have been

by the Germans five slayings and two forced suicides which could be attributed to Nazi methods, but none since April 1944. Those accused of the crimes have been tried.

The sentences have not been officially announced. The noncooperative German prisoners are separated from the others.

The Italian war prisoners are divided into two groups: The Fascists and those who volunteer to help this country against Germany in any way short of combat duty. There are 33,000 such volunteers.

These volunteers are permitted, under military supervision, more freedom than the Fascist prisoners. They get $24 a month for their work.

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"WIN THE WAR—BUILD FOR PEACE"

Kiwanis International, with 139,000 members in 2,250 communities in the United States has adopted a program of ten far reaching objectives for 1945 under the general theme of "Win the War—Build for Peace." They are as follows:

1. Hasten total victory—accelerate club war services.
2. Exert our influence to establish and maintain world peace.
3. Enlist every Kiwanian in a club or community project for service to returning veterans.
4. Cooperate in community postwar employment programs.
5. Promote understanding and cooperation among social and economic groups as essential to national unity.
6. Intensify Kiwanis youth services—build future citizens.
7. Fulfill citizenship obligations lest we forfeit self government.
8. Further the friendship between Canada and the United States as a world example for international good will.
9. Work to preserve freedom of opportunity for all.
10. Stress spiritual values as vital to human progress and make it a vital part of the district program for 1945.

Kiwanis International's 1945 administrative theme and objectives, devoted for the most part to problems of the war and postwar periods, have been the subjects of widespread comment and commendation by leaders in all walks of life.

—Mooresville Enterprise.

SUNDAY SERVICE AT THE SCHOOL

On Sunday, April 15, Dr. Marshall L. Mott preached at the Sunday afternoon service to the boys at the school. Dr. Mott had been conducting a revival meeting at the First Baptist Church in Concord. He is pastor of the Ardmore Baptist Church in Winston-Salem. All the boys were greatly benefitted by his impressive message to them. He was accompanied to the school by Rev. E. S. Summers.

Dr. Mott read a selection from the second chapter of Luke, beginning at the 42nd verse and reading through the 52nd verse, which is the story of an experience in the life of Christ when He was 12 years old.

In his message to the boys Dr. Mott explained that there are the stories of two boys in the New Testament that stand out as very important. One of these tells about the prodigal son, who as a rather young boy requested of his father that he give him the goods that were to be his. After this was done, the young boy went away to a far country where he wasted his goods in riotous living. He found himself poverty stricken and living among the hogs. When he came to this he realized his main trouble had been his own sins. It was then he decided to return to his father and ask for forgiveness and a new chance to redeem himself. This is a rather sad and tragic story, but he did try to amend the wrong which he had committed.

The other story deals with the life of Jesus, who increased in four things —in wisdom, in stature, and in favor with God and man. At the beginning of His life, like all other children He was perfectly helpless. As time went on, though, He grew as a normal boy. Yet He deserved no special recognition for the fact that He grew, since all normal human beings grow, and animals grow, too.

In the second place, however, He did increase greatly in wisdom. He kept himself pure and clean, and it was explained that all the world gives credit to those who do this. The getting of wisdom was explained as different from getting knowledge. Knowledge is the possession of information about numerous facts, but wisdom is being able to use this knowledge wisely. Generally, most people know much better than they are willing or able to do. Too often the great tragedy is that people are willing to put off till a later day things which they should do today. This shows a lack of good judgment and wisdom. Jesus, though, increased in wisdom continually.

In the third place, it was explained that Christ increased in favor with man. He likely was a person who took part in all of the sports and games for boys of that time. He was not a sissy, but was physically strong and robust. Whatever success He attained as a good sport, He did not permit it to unbalance His good judgment. No doupt, He though more of other people than He did Himself. No doubt, he was mostly concerned about what He could give to other folks and not what He could get. No doupt, He cultivated many warm and intimate friends among other boys.

In the fourth place, Jesus increased in favor with God, which is of great-

est importance. This means He followed His own conscience as God spoke to Him in His moments of meditation. Always He dedicated Himself to the work which He felt God had planned for Him to do.

———:———

WHY GASOLINE IS SCARCE

Gasoline has been an unusually scarce commodity in this area in recent weeks. Motorists have found that ration coupons are not always a guarantee that gasoline can be obtained, for filling stations have been running completely out of supplies.

Whatever may be the specific reason for the latest gasoline famine in this area, we can be sure that the shortage has a very definite relationship with the enormous consumption of gasoline by the military forces. Motorists, irked by the inconvenience of not being able to buy gasoline every time they drive up to a filling station, often forget or they simply do not realize how great the military requirements are, and certainly no one on the home front can patriotically or logically contend that the military gasoline consumption should be reduced to make larger civilian supplies possible.

From the OPA we learn these pertinent facts:

The Army Air Forces overseas have consumed more than two billion gallons of 100-octane gasoline.

In a deep penetration into Germany we consume in our bombers and their fighter escorts about three tons, or 1,000,000 gallons, of gasoline for each ton of bombs dropped.

The gas load of the B-29 Superfortress is 160 50-gallon drums. This amount has the comparable capacity of a railroad tank car.

Military demands for all types of gasoline have increased from approximately 150,000 barrels a day in 1941 to more than 800,000 barrels daily in 1944—a jump of 433 per cent.

In the first 70 days of the fighting in France, the AAF used 44,000,000 gallons of aviation gasoline.

Our troops on the European continent were, in October, using a million gallons of gasoline a day.

A single quartermaster truck company moves as much as 3,000 tons of engineering equipment, clothing, gasoline and food supplies each week, and consumes more than 25,000 gallons of gasoline.

When one considers these facts, the marvel is that America can still keep its civilian cars running with the comparatively little inconvenience that we have experienced.

—The News Herald.

COTTAGE HONOR ROLL

Week Ending April 15, 1945

RECEIVING COTTAGE

Thomas Brantley
Charles Brown
Ralph Cranford
Samuel Dill
William Hammond
Harry Matthews
James Perkins
David Prevatte
Charles Reeves

COTTAGE No. 1

(Cottage Closed)

COTTAGE No. 2

John Allen
Louie Ashe
Charles Byrd
Walter Byrd
Hanie Cothrin
Ralph Gibson
Gerald Johnson
Donald Kirk
Chester Lee
Barney Mills
Harold McKinney
John McLean
James Norton
Knox Norton
Carlton Pate
William Phillips
Hayes Powell
Marshall Prestwood
Jack Ray
James Sneed
Clyde Wright
Kermit Wright

COTTAGE No. 3

Charles Allen
William Britt
Lyndon Barnett
Craven Callihan
Joseph Case
William Doss
Charles Earp
James Graham
Earl Green
Jack Hensley
Thomas Hyder
Cecil Kinion
Ernest King
Samuel Lynn
Robert Lee
A. J. McCraw
Jack Oliver
Robert Peavy
William Poteat
Donald Redwine
Paul Wolfe
William Ussery
Theodore Young

COTTAGE No. 4

J. C. Alley
Phil Batson
John Fine
Eugene Hudgins
Hobart Keaton
William Lewis
Roy Miller
James Parker
Leroy Pate
Thomas Ruff
Paul Stone
John R. Smith
James Smith
J. R. Truitt
Wesley Turner
Edward VanHoy
Eugene Watts
Leslie Winner

COTTAGE No. 5

Randolph Ammons
Lindsey Elder
Charles Gibson
James Gibson
Patrick Ford
McIver Horne
J. W. Love
Robert Wilkins
William Wall

COTTAGE No. 6

Arthur Brooks
J. C. Cayton
Thomas Childress
Robert Duncan
Rufus Driggers
Richard Davidson
Keith Futch
Earl Gilmore
Stanford McLean

Robert Mason
Nolan Morrison
Jerry Oaks
Clay Shew
James Walters
Leroy Wilkins

COTTAGE No. 7

John Hill
Ned Metcalf
Joseph Mitchell
Ray Naylor
Kirk Putnam

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Ray Edwards
Sebarn Garmon
Liston Grice
Edward Guffey
John Linville
James Lowman
Charles McClenney
Richard Johnson

COTTAGE No. 10

Thomas Cottrell
Jack Gleason
William Grissett
Eugene King
Charles Lyda
William Lane
William Mitchell
Alonzo McGhee
Jesse Parker
Charles Rhodes
Thomas Ware

COTTAGE No. 11

Odean Bland
Donald Bowden
George Cox
Jack Gentry
Raymond Hunsucker
Arlon McLean
James Phillips
Alvin Porter
Marshall Sessoms
Maxie Shelley
J. W. Smith
William Walker

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

Thurman Daniels
Eugene Frazier
Preston Lockamy
Rufus Massingill
William Whistnant

COTTAGE No. 14

Charles Blakemore
Everett Bowden
Edward Britt
Clyde Bustle
James Milloway
Troy Morris
Landon McKenzie
William Rogers
Bruce Sawyer
Grover Shuler
Jerry Smith
Thomas Stallings
Lester Williams

COTTAGE No. 15

Frank Bass
Jack Benfield
Harold Coffey
Robert Flinchum
William Holder
R. V. Hutchinson
Kenneth Hankins
David Kinley
Robert Myers
Robert Rivenbark
Clyde Shook

INDIAN COTTAGE

Ray Covington
Frank Chavis
Peter Chavis
Leroy Lowery

INFIRMARY

Odell Cecil
Robert Elders
Clifford Shull

———:———

All happy families resemble one another; every unhappy family is unhappy in its own way.—Tolstoi.

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THE UPLIFT

VOL. XXXIII CONCORD, N. C., APRIL 28, 1945 No. 17

Typhoid Vaccination Time

(See Page 3)

Published Weekly By
THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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The Uplift

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S. G. HAWFIELD, Editor — **LEON GODOWN, Printing Instructor**

DON'T LAUGH AS HE STUMBLES

Pray don't find fault with the man who limps,
Or stumbles along the road,
Unless you have worn the shoes he wears,
Or struggled beneath his load.
There may be tacks in his shoes that hurt,
Though hidden away from view,
Or the burden he bears placed on your back,
Might cause you to stumble, too.

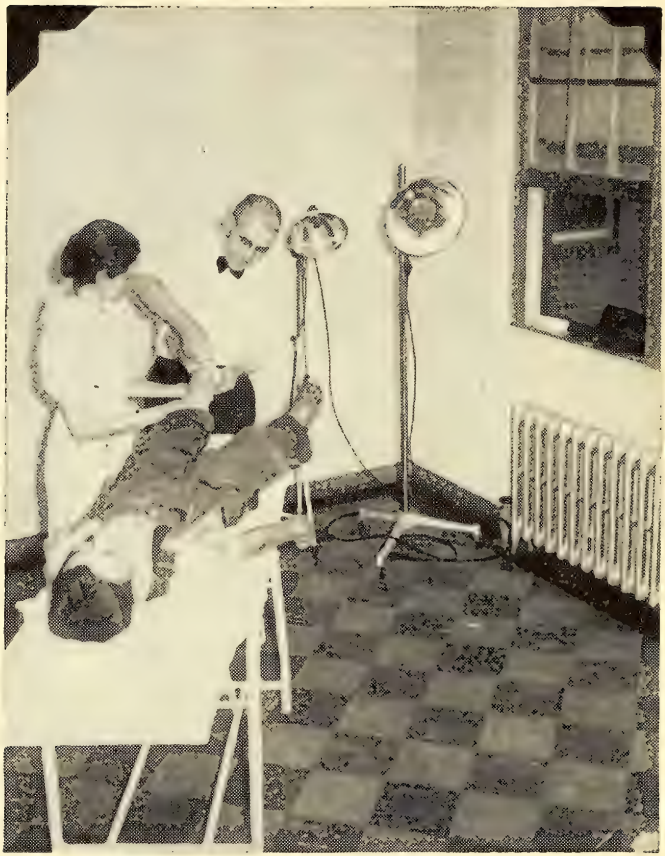
Don't sneer at the man who's down today,
Unless you have felt the blow
That caused his fall, or felt the shame
That only the fallen know.
You may be strong, but still the blows
That were his if dealt to you
In the self-same way at the self-same time,
Might cause you to stagger, too.

Don't be too harsh with the man who sins,
Or pelt him with words or stones,
Unless you are sure, yea, doubly sure,
That you have no sins of your own;
For you know, perhaps, if the tempter's voice
Should whisper soft to you,
As it did to him when he went astray,
'Twould cause you to falter, too.

—Author Unknown.

THE HEALTH PROGRAM AT THE JACKSON TRAINING SCHOOL

One of the most important obligations of the Jackson Training School is to maintain an effective health program for all the boys. This is an activity that calls for constant and vigilant supervision



A Boy Receiving Treatment

(Dr. R. M. King, assisted by resident nurse)

and effective attention. In other words, it is not something that can be accomplished within a day or a week and then be laid aside for a period.

Generally speaking, when the boys are sent to the training school it is found that their one great need is to have their general health improved. Back home they have suffered too much from undernourishment, lack of sufficient rest and sleep, improper diets, neglect of teeth, tonsils and eyes, and they have lived in an atmosphere of

nervous tension and emotionalism which has interfered with their health. In many instances there has been a neglect of the the immunization opportunities. All of these things have done a good bit to undermine the health of the boys. In order to overcome these ailments it generally requires considerable time and careful attention.

It might be of interest to explain that we have among the boys here the type of boy who is a chronic complainer. There are some who seem to delight in their ailments, and day after day they report for some kind of treatment, even for the most minor trouble. This is, of course, a characteristic not only of some youth but of a good many adults.

In planning the over-all health program for the training school, there are several basic principles which guide in the work, as follows:

I. To give prompt attention and treatment to any ailments.

II. To determine, as far as possible, the basic causes of the ailments.

III. To provide the most suitable and effective treatment.

IV. To promote and encourage both personal cleanliness and cleanliness in all living and working quarters.

V. To provide a balanced diet of well-prepared and substantial foods.

VI. To promote and encourage safety and the prevention of accidents.

VII. To study, in difficult cases, the previous histories.

Through such a program we believe the boys here are well cared for. In fact, they receive much better attention than does the average boy. In some instances the treatment consists of first aid, especially if the injuries are of a minor nature; in other instances, it may be necessary to keep a boy at the infirmary for several days for prolonged treatments, if the case requires it; and in other cases it may be necessary for the boy to be sent to either Cabarrus Hospital nearby or the Orthopedic Hospital at Gastonia, or be treated by some specialist in Charlotte or Concord. Thus, it is seen that the health program includes medical care, cleanliness, wholesome food, hospitalization, clinics and immunization. Emphasis is given to the following:

Convalescing Tonsil Patients

I. Infirmary

The school owns and operates its own infirmary, and prior to the war there was employed a resident registered nurse. After the war this will be resumed. In addition to the nurse, the boys have the benefit of the services of a part-time physician, Dr. R. M. King, of Concord, who makes daily calls at the school and is also available for emergency calls. In general, Dr. King does the work of a general practitioner, which includes making diagnoses, giving first aid treatments, and treating for any pernicious ailments.

Twice each day a boy who has any ailments is given an opportunity to report to the infirmary. Any boy who is found to have more than normal temperature or some painful injury is kept and put to bed until he can be examined by the physician. Any boys who report with boils or skin sores are given treatment and, if necessary, are held until they can be treated further by the physician. In the case of nail and fork punctures or cuts, the boys are given the tetanus treatments. All tonsil patients are carefully supervised until they are ready to be discharged.

The infirmary is a beautiful, one-story brick building, of fireproof construction. The floors are inlaid composition, placed on a concrete base. This building has the following facilities and equipment:

1. Large reception room.
2. Twenty-five beds.
3. Quarantine section for ten patients, with private entrance.
4. Two wards.
5. Matron's quarters—room and bath.
6. Nurse's quarters—two rooms and bath.
7. Operating room (for minor cases.)
8. Large kitchen, for preparing trays and meals for patients and attendants.
9. Officers' dining room.
10. Dental clinic room.
11. Steam-heating plant, with stoker feed.
12. Medical supplies for first-aid purposes.

II. Dental Clinic

The training school cooperates with the Oral Hygiene Division of the State Department of Health in providing a dental clinic of eight weeks or more. Generally, this clinic is divided into two or more periods during the year. In addition to this, provision is made for emergency treatments which are given by reputable dentists in the city of Concord. During the clinic the following treatments are given: extractions, cleanings, fillings and partial plates. As far as possible, each boy is given some dental education, and an effort is made to get the boys to realize that the person who suffers from bad teeth individually pays the biggest price for his neglect. The boys are en-

couraged to brush their teeth regularly at least twice each day or more.

Tonsil Clinic

III. Tonsil Clinic

During each year, provision is made for a tonsil clinic. It is found that a good many boys who come to the school need to have their tonsils removed. In many instances this is given attention before the boys arrive. It is estimated that approximately 75 per cent of

those who enter without undergoing this operation ultimately need it. The policy is to get this done as soon as possible in order that the period of training at the school may be of greatest benefit. Throughout the year, emergency cases are given attention.

IV. Typhoid Immunization

Sometime during each year, with the assistance of the Cabarrus County Health Department, the vaccine for the prevention of typhoid is administered to the boys who have not had it within the last three years. This applies to all the boys at the school.

V. Wholesome Food

It is generally recognized that a basic need for good health is wholesome food which has been well prepared. The school records indicate that practically every boy enrolled here gains regularly in weight and that he gains from the very beginning and most of this is due to the food he eats. Some of the food is prepared at the school bakery and some is prepared in the cottages.

At least one quart of whole milk is supplied each boy daily, and most of them get even more than this. In addition, they are given ice cream twice each week during the summer months, and milk is used in bread, puddings and other foods.

Vegetables and fruits represent important items of food. Care is used in planning for spring, summer and fall garden products. Among the vegetables grown on the farm are tomatoes, onions, cabbage, mustard, turnips, kale, bunch beans, butter beans, corn, peppers, peas, Irish potatoes, and sweet potatoes. During the fruit season the boys receive an abundance of such fruits as grapes, cantaloupes and watermelons.

The meats most frequently supplied at the school are beef, bacon, weiners, fish and chicken. In recent years the school developed a fine herd of Hereford beef cattle, and this has added greatly to the supply of beef.

VI. Cleanliness

It is recognized that cleanliness is a big factor in good health. The school officials emphasize this in all situations as often as possible.

The Doctor Administering Medical Care

The dairy barn is cleansed thoroughly each day, and only Grade A milk is given to the boys. An effort is made to have the cottages clean at all times. Good housekeeping is stressed constantly among the cottage matrons and officers. The cottages and other buildings are being constantly repaired and reconditioned.

The boys go swimming in the school's indoor swimming pool twice each week during the summer. Each cottage is equipped with shower baths, and these are used every night before the boys retire. The boys are now being required to use night clothing, either pajamas or

shorts, at all times. The bed linen is being changed from top to bottom once each week. The boys change their overalls and other clothing twice each week.

A high standard toward which all officers and matrons strive is to make the cottages neat, clean, attractive and as home-like as possible. The goal is to promote high regard for happy group living, which in many respects is like a happy home. It is not our purpose to make the cottages so dainty that they cannot be used by the boys under proper supervision. Most of the cottages are doing an excellent job in this respect.

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of April 29, 1945

April 29—Chester Lee, Cottage No. 2, 13th birthday.
April 29—James Swinson, Cottage No. 6, 10th birthday.
May 1—Harvey Squires, Cottage No. 15, 16th birthday.
May 1—Grover Shuler, Cottage No. 14, 15th birthday.
May 3—Charles Stephenson, Cottage No. 15, 16th birthday.
May 3—Edward Britt, Cottage No. 14, 17th birthday.
May 4—J. W. Smith, Cottage No. 1, 13th birthday.
May 4—Hayes Powell, Cottage No. 2, 13th birthday.
May 4—Robert Lee Long, Cottage No. 6, 11th birthday.
May 4—Robert Lee Furr, Cottage No. 2, 13th birthday.
May 4—Robert Hensley, Cottage No. 5, 17th Birthday.
May 4—Claywood Sparrow, Cottage No. 7, 12th birthday.
May 5—Russell Lee Beaver, Cottage No. 7, 12th birthday.
May 5—Billy Mitchell, Cottage No. 10, 16th birthday.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Hair-Cutting Time

By Jack Oliver, 8th Grade

On Wednesday of last week Mr. Adams and his group started cutting hair. The eighth grade boys were the first to go to the barber shop, the seventh grade boys followed, and so it will continue on down the line through the first grade. Some of the boys badly needed a hair-cut. We know they are glad to get rid of long hair since warm weather is coming on. The boys who work in the hair-cutting class are: J. D. Perkins, Harry Matthews, Thomas Brantley, Coy Crabtree and Phil Batson. Mr. Adams has trained these fellows for quite a time, and they are now doing some very nice work.

B. T. U. Meeting—Intermediate Group

By Gerald Johnson, 8th Grade

First on the program, we sang two songs, "Shall We Gather at the River" and "The Beautiful Garden of Prayer." These were followed by the parts previously assigned to the boys of this group. The first part was given by Gerald Johnson. The next four parts following in succession were by Ray Edwards, Ned Metcalf, Hilton Reid and Mr. Iley. The parts were then assigned for the coming meeting.

After a short discussion and another song, Gerald Johnson dismissed the group with a prayer.

B. T. U. Meeting—Group II

By Theodore Young, 5th Grade

First, we had two songs, "He Ransomed Me" and "The Church by the Side of the Road." Then followed a prayer by Mr. Beck. After the roll call, we had the regular program, which was as follows:

The first part was given by George Guyton; second part, by Earl Gilmore; third part, by Jack Phillips; fourth part, by Ralph Gibson; fifth part, by J. C. Cayton. Theodore Young then gave out the parts for next week's program.

After singing a song entitled "Help Somebody Today,' we were dismissed with a prayer by Mr. Beck.

B. T. U. Meeting—Group I

By Donald Redwine and James Snead, 3rd Grade

To open the meeting, Mr. Snyder, the group leader, gave a short talk about Christ appearing unto his disciples after his death.

The regular program parts were omitted because the books were too hard for us to master, as we are not so far along in school as the boys in the other groups. However, Mr. Snyder made up for this by talking the rest of the period on how all of the boys in the B. T. U. are expected to conduct themselves each day.

We were dismissed by sentence prayers by the majority of all present.

Friday's Assembly Period

By William Whistnant, 8th Grade

The program was under the direction of Mrs. Morrison, our second

grade teacher, and the boys of that grade. The program they gave was about birds.

First, Mrs. Kiser led in the singing of two songs, "America, the Beautiful" and "God Bless America." After these songs, the group saluted the flag, after which Mr. Hines led us in prayer.

The first selection from the boys of the second grade was a song by several boys, entitled "Wake, Pretty Willow." Then the Bible story was given by Richard Davidson. Two songs, "The Little Flowers Peep Through the Ground" and Cuckoo," were given The story of birds was given next by Jack Hensley. A group of boys sang "All the Birds are Here Again." A group of boys then gave "Habits of the Birds." Another song, "All Things Beautiful and Fair," was then sung. Jack Hensley recited a poem entitled "Who Stole the Bird's Nest" and Raymond Brittian gave the poem, "The Brown Thrush." Several boys then gave the selection, "April Saturday," which concluded the program.

The stage was very pretty. It was decorated with beautiful flowers, birds and bird-houses that the boys had made. We all enjoyed the program very much.

Scrap Paper Drive

By Jack Oliver, 8th Grade

Lately, the members of the Training School Boy Scout Troop have been collecting scrap paper. There is a reward of a "General Eisenhour Medal" for each Scout who collects a thousand pounds of paper. A large gun shell will also be given as a reward if each Scout in the troop is able to get one thousand pounds of paper. We have been working very hard to win these prizes. The officers and matrons of the different cottages have given us quite a few pounds.

BE A MAN

God make me a man—
Give me strength to stand for the right
When other folks have left the fight.
Give me the courage of the man
Who knows that if he will he can;
Teach me to see in every face
The good, the kind, and not the base.
Make me sincere in word and deed,
Blot out from me all sham and greed.
Help me to guard my troubled soul
By constant, active self-control,
Clean up my thoughts, my speech, my play
And keep me brave from day to day.
O, make of me a man!

—Selected.

ERNIE PYLE

(The Charlotte Observer)

Not within recent memory has public reaction to the death of a private citizen proved him to be so universally beloved as was Ernie Pyle, the farm boy from Indiana who achieved greatness merely by being himself.

The secret of America's affection for this man was that he loved people. He never catered to important personages, to the wealthy and famous, or to that specimen which, for want of a better name, is known as the stuffed shirt.

He loved ordinary little folks like himself, understood their hopes and fears, their aspirations, their joys, their griefs, and he knew how to interpret them in language as simple as his own innate goodness. He had an unerring instinct for detecting sham, because he himself was genuine; he could probe into the soul of the most unprepossessing doughboy and reveal there a latent nobility and a Spartan courage.

The doughboys swore by him, because he became one of them, ate their rations, slogged through the same mud, faced the same dangers, armed only with a portable typewriter, and spoke their own language.

Every family that had a member abroad felt that it knew Ernie Pyle, for he told them day by day how Joe and Bill were doing their job at the front, and told it in almost the same words that Joe and Bill would have used.

Pyle himself, shy and modest, was more surprised than anyone else, and always seemed a little incredulous, that his hitherto undistinguished name had become a family word throughout the land.

Inasmuch as he never sought greatness, he became great. He made no effort to be literary.

The fine phrase, the bon mot, the flights of fancy were not for him; but he discovered Marc Antony's mode of moving men: "I do but tell you what you yourselves do know." And for that reason, his stories, told in the doughboy's parlance, became literature.

Now that he is gone, we like to remember some of his great columns. One that comes to mind is the ungarnished narrative of the soldiers who carried their mortally wounded lieutenant over a tortous path down an Italian mountainside, tenderly set the litter down, only to see him die at the end of the trail. There were no comments, no heroics, only the soft swearing of a soldier in the darkness.

Thousands of soldiers have seen their officers and comrades die before their eyes. It is one of the commonplaces of war. But only Ernie Pyle could take the commonplace and describe it in two-syllable words that would break your heart.

He took the plain, sometimes uncouth, language of the doughboy and make it sing a mighty anthem that stirred the souls of men around the world and enshrined in the hearts of America the unconscious heroism of the plodding infantryman.

Any graven epitaph for Ernie Pyle would be superflous. He himself could have wished for no more eloquent or fitting inscription than he shares with a host of brave men whom he knew and loved:

"Killed in Action."

NORTH CAROLINA STATE BOARD OF PUBLIC WELFARE

By Ellen Winston, Commissioner of Public Welfare

The North Carolina State Board of Public Welfare is composed of seven citizens, five men and two women living in various sections of the state, whose interest in social betterment is widely known and recognized.

Upon the Board falls the duty of supervising the North Carolina public welfare program which is administered by the counties. The State Board supervises and inspects all charitable, penal and correctional institutions of the state including those operated by local units of government. All plans for new jails or county homes or remodeling of old ones have to be approved by the Board.

Dependent children are an especial province of the Board. It inspects and licenses certain child-caring institutions except orphanages exempt under the law. The state provides a fund for the care of children in boarding homes which is administered by the State Board and spent in certain participating counties to care for children in these foster homes. All adoptions of children are finally recorded by the Board in a central file after the preceedings have been begun in the respective counties.

Funds are given by the federal government under provisions of the Social Security Act for the care of needy old people 65 years of age and over and to care for dependent children in their own homes or in the homes of relatives. These funds are administered by the State Board which allots them to the counties on the basis of budgets set up each year. The checks which authorize the payment of these funds are made out in Raleigh and sent to the counties where they are distributed to the old people and to those caring for the dependent children. Four times a year the State Board sends to the counties their respective portions of the federal and state funds set aside for this program. The checks drawing on these funds are then presented by the clients to the bank in their community for payment each month.

When the Civilian Conservation Corps program was being operated, the State Board was responsible for selecting the youths and war veterans who were to be sent to these camps and put to work building roads and preserving the natural resources of the state. The board was responsible in the 1930's for referring persons to work on WPA projects and to the NYA training and employment projects. So, too, it supervised the distribution of surplus farm products which were bought by the federal government and given to the states for redistribution to needy persons.

With the coming of the present war all these programs were eliminated. The war, however, added to the state and county welfare departments the job of verifying claims of dependency on the part of draftees whose families needed them to remain at home to help produce a living. Later the welfare units inspected all available records to determine if any of the prospective soldiers and sailors were unlikely to

make good in the services. Welfare departments also provide services for WACs.

In doing the jobs assigned to it by law, the State Board of Public Welfare has set up different divisions in the state office in Raleigh charged with handling particular portions of the work. Contact between these divisions and the counties is maintained by agents assigned to cover certain territories and known as field social work representatives who transmit information between the different counties and the State Office.

The Board is also responsible for developing plans for social progress in the future. With the emergence of the public welfare program in North Carolina from its period of youthful growth to one of maturity, the Board will more and more feel the necessity for seeing in advance some of the questions that will arise in months to come and will feel even more strongly the need for developing plans to meet these problems before they become acute.

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TRIBUTE TO FRIENDSHIP

Is there one who is quite so dear
As a friend who will calm your every fear,
A friend who will chase your blues away,
And cheer you up on a rainy day?

If you have a friend with a cheerful grin
Who will back you every time to win,
Though you have been trampled in the dust.
Then there is a man who is worthy of trust.

A man without friends is poor indeed
Whose S.O.S. no one will heed,
Though he be rich in worldly gain,
A man without friends has lived in vain.

—Selected.

SOME RATINGS OF NORTH CAROLINA AMONG OTHER STATES

(Selected)

Recently the Committee on Education of the United States Chamber of Commerce issued a booklet entitled "Education—An Investment in People." After having made a careful study of this basic principle in our national life, this Committee, among other things makes the following conclusions:

First, that the cost of adequate education is an investment which local citizens and business can well afford in increased measure.

Second, that education programs must be made to apply more directly to the needs of the people.

Third, that cultural education must accompany technical training to develop the desire for better living.

Fourth, that every community should ascertain its own education status and economic condition and set to work to utilize education as a lever for its own advancement.

The Committee also made some very interesting discoveries and revelations especially relating to certain evidences of progress in the various states of the Union. Some of the facts revealed in this report, if properly disseminated among the people of North Carolina, should cause them to be awakened to our state's needs. The following facts tell their own story:

1. Per capita current expense of the public elementary and secondary schools per pupil in average daily attendance:

(a) Five highest states: Nevada $102; Montana $89; Colorado $88; Wyoming $87; Arizona $85.

(b) Five lowest states: Georgia $20; Arkansas $21; Mississippi $21; South Carolina $21; Alabama $23.

(c) National Average $56.

(d) North Carolina $24.

2. Median years completed in school:

(a) Five highest states: Utah 10.8; California 10.3; Nevada 10.1; Washington 9.9; Wyoming 9.8.

(b) Five lowest states: South Carolina 6.8; Louisiana 6.9; Georgia 7.2; Alabama 7.3; North Carolina 7.4; Mississippi 7.4.

(c) National average 8.8.

(d) North Carolina 7.4.

3. Per capita sales—1940.

(a) Five highest states: Nevada $564; California $462; Connecticut $420; Delaware $414; New York $414.

(b) Five lowest states: Mississippi $129; Arkansas $153; Alabama $154; South Carolina $175; North Carolina $177.

(c) National average $319.

(d) North Carolina $177.

4. Telephones per 1000 population.

(a) Five highest states: California 253; Illinois 212; New York 209; Iowa 202; Connecticut 200.

(b) Five lowest states: Mississippi 36; South Carolina 38; Alabama 43; Arkansas 46; North Carolina 51.

(c) National average 150.

(d) North Carolina 51.

5. Circulation of national magazines*.

(a) Five highest states: Nevada 509; Montana 466; Oregan 461; Washington 444; California 431.

(b) Five lowest states: Mississippi 104; Alabama 120; South Carolina 125; Georgia 133; Louisiana 140.

(c) North Carolina 144.

(*) Circulation of 18 nationally advertised magazines per 1,000 population 1940.

6. Rate of educational deficiency**.

(a) Five highest states: Oregon 0.8; Utah 1.0; Washington 1.2; Nevada 1.3; Connecticut 1.4; New York 1.4;

(b) Five lowest states: Alabama 12.8; South Carolina 12.6; Louisiana 12.4; Mississippi 12.4; Virginia 10.5.

(c) North Carolina 9.5.

(**) Rate of incidence of mental and educational deficiency per 100 registrants examined for Selective Service April 1942 to March 1943.

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TEN COMMANDMENTS FOR PARENTS

I. Thou shalt love thy child with all thy heart, with all thy soul, with all thy strength, but wisely, with all thy mind.

II. Thou shalt think of thy child not as something belonging to thee, but as a person.

III. Thou shalt regard his request and love, not as something to be demanded, but something worth earning.

IV. Every time thou art out of patience with thy child's immaturity and blundering, thou shalt call to mind some of the childish adventures and mistakes which attended thine own coming of age.

V. Remember that it thy child's privilege to make a hero out of thee, and take thou thought to be a proper one.

VI. Remember that thy example is more eloquent than thy fault-finding and moralizing.

VII. Thou shalt strive to be a signpost on the highway of life rather than a rut out of which the wheel cannot turn.

VIII. Thou shalt teach thy child to stand on his own feet and fight his own battles.

IX. Thou shalt help thy child to see beauty, to practice kindness, to love truth, and to live in friendship.

X. Thou shalt make of the place wherein thou dwellest a real home—a haven of happiness for thyself, for thy children, for thy friends, and for thy children's friends.

—Paul M. Pitman, in The Parents' Magazine.

ALL HONOR TO GOVERNOR GREGG CHERRY

(N. C. Christian Advocate)

Gov. Cherry's proclamation that all ABC stores and beer and wine dispensaries in North Carolina be closed for 36 hours after the cessation of hostilities in Europe is a welcomed order to be effective for a short while at the end of the war. Had some such order of a national character, similar to that in the other war, been the situation would have been far different from the present unrestricted use of beverage alcohol. But no such order was made though the pleas came from many sources that protection be given our soldiers and sailors. The effort of our governor, backed by the Council of State, is for the peace and welfare of the state and for the common good in an hour of triumph.

The fact that such an order was made and has been found valuable for election days and other public occasion brings condemnation upon the whole liquor business which steals away the brain and leads to violence and crime. If it is a good thing to have these joints closed for 36 hours, why would it not be well to close them for good? Good sense and human welfare approves but depraveed appetite and greed for gain opposes. How long! oh, how long!

Governor Cherry stood true to his pledge that the people should be allowed to be heard on this liquor issue, but many in the recent General Assemble did not allow their constituency to be heard but instead they listened to other voices and would not follow the requests of the best people of the state.

A long suffering people must have their patience sorely abused a while longer. Surely they will be active and alert to the present situation and begin the fight in earnest against this habit forming poison.

We are told that the state ABC board has been granted $5,475 to enforce the new wine regulations. And the additional money allocated to the ABC boards from the contingency and emergency fund will be used to employ a chemist, a stenographer and six additional inspectors. The money will pay the salaries of the additional employees until July 1, the beginning of the next fiscal year. Budgetary provisions will be made by the ABC board after that.

We are eager to know whether this will be to make a scientific study of alcohool as the habit forming drug in whisky, brandy, wine and beer that must be got rid of, or is it an effort of the ABC board to protect its own craft?

Why not set out to close these blessed agencies permanently? They were to regulate; instead they encourage and promote the sale.

The man who does not learn by his mistakes turns his best schoolmaster out of doors.

NORTH CAROLINA ORATORS WHO HAD THE GREAT GIFT

(Beasley's Farm & Home Weekly)

When Mr. R. C. Lawerence died some time ago he left a number of unpublished articles which The State Magazine has been publishing since his death. The last article to be published by The State was one about great North Carolina orators that Mr. Lawerence himself had heard, which follows:

What was the greatest speech ever delivered by a Carolinian in the Senate of the United States? Was it the nationally known famous oration of Senator Vance on the "Scattered Nation;" or eulogies of Senator Ransom of the prowess of the Confederate Soldier; or the invective of Merrimon delivered against the wreckers of the Reconstruction period? No, it was an oration delivered by Carolina's native son, E. A. Alderman, at that time president of the University of Virginia, who had never been a member of the Senate. Since the first adoption of the Federal Constitution, it had been the unbroken custom for eulogies in honor of recently deceased Presidents to be delivered by some member of the Congress, but when Woodrow Wilson died, the unprecedented honor was paid the peerless orator Edwin A. Alderman when he was invited to deliver the eulogy on the dead leader of the First World War. The orator had a great subject on which to speak; and right regally did he perform the task which had devolved upon him.

My memory takes me back to the dawn of the present century.

It is January, 1901, and the scene is Raleigh. The riot of Russellism has been ended, and the matchless Aycock is to be inaugurated as Governor, and is to bring a new birth of freedom to his native State. He is to take the Negro out of politics; and put the children of both races into the public schools—"A school for every child, and every child in a school." His great inaugural was to be delivered from the east portico of the capitol under the very shadow of the monument erected by the State in honor of the immortal Vance. A vast audience has assembled to hear the princely Aycock, and when he rises to speak he is greeted by a perfect storm of cheers. From the beginning even unto the end of his great oration he sweeps his audience before him, and plays upon their hearts and emotions even as a violinist does upon the strings of his instrument. I wonder if Aycock then had any premonitionr that before many years should pass away, he would join Vance in the Pantheon of the immortals as the representatives of our State in the National Hall of Fame at Washington? Who knows?

Aycock was an absolute master over men. I recall that when the Democratic State Convention at Greensboro got entirely out of the control of its chairman, and after leader after leader had appealed in vain for some semblance of order that the business before the convention might proceed, the chairman, as a last re-

sort, sent for Aycock. Aycock strode upon the platform and simply held up his hands. Instantly the pandemonium ceased and a great hush descended upon the great auditorium. Then came his words, sharp and clear, which lashed his hearers as with a whip of scorpions: "The gentleman who has been trying to address you is a Democrat. Democrats will accord to him a respectful hearing." Thereafter the convention sat in absolute silence, like chastened children. Aycock was, par excellence, the greatest orator I ever heard.

Claude Kitchen was an orator by training and by inheritance, for his father, Captain William H. Kitchen, was a platform speaker of tremendous power, and his brother, Governor William Walton Kitchen, was one of the most finished orators our State has produced. Claude Kitchen was one of the handsomest men ever in public life, and added an attractive personality to a compelling voice. He was long chairman of the Ways and Means Committee at Washington, and majority leader of the House at the outbreak of the First World War. I think the highest tribute that could be paid to any orator came to him from Speaker Joseph G. Cannon—himself a Carolina-born Republican. When a Republican Representative sought to enter the oratorical lists in opposition to Kitchen, Speaker Cannon sent him this note: "You damned fool, leave Kitchen alone. He'll eat you up."

It was not my privilege to hear the peerless orator while he was in Congress, but I heard him more than once during the campaign in which his brother, Governor Kitchen, sought the Democratic nomination for the United States Senate. I was a Simmons supporter, but the great orator so played upon my heart and mind that I left wishing that I could vote for his brother, and so moved was I that a few days later I left my office and went fifty miles for the privilege of hearing him speak again.

Thomas Dixon was an author of national reputation, and a pulpiteer of tremendous power. He also came from a family or orators, his brother, Dr. Clarence Dixon, being the George W. Truett of his day, filling metropolitan pulpits, including Spurgeon's great Tabernacle in London, while another brother, Frank, was one of the best known lecturers upon the national Chatauqua circuit. I first saw Thomas Dixon when he was in the House of Representaives from Cleveland county when just twenty-one years old. Although I was but eight years old at the time, his speech made such an impression upon me that I can to this day point out the very desk that he occupied.

Soon thereafter he became pastor of the Marble Collegiate Church in New York City; and also a lecturer with a national audience. His masterpiece on the platform was his oration on "Modern Babyon" which, of course, was New York City. This swayed his audience as a reed is shaken by the wind, and he delivered it all over the county to vast numbers. He was one of the few Carolinians who have been equally powerful with pen and tongue, as he was also one of our best-known and most widley-read authors.

The greatest sermon I ever heard, one which quite competent authorities pronounce the greatest ever delivered within our borders, was preached by a layman, Doctor William Louis Poteat, when President of Wake Forest college. He had been the

subject of fierce opposition by a considerable segment of the Baptist denomination because of his views on the question of evolution, and there was much pressure brought to bear that he resign his presidency because of this fact. The Baptist State Convention met at Winston during the very height of this controversy, and Dr. Poteat had been elected to deliver the convention sermon. A vast audience from every section of the state had assembled to hear him, and when he appeared upon the platform he faced an audience a large part of which was frankly hostile—some to the verge of bitterness. Poteat was a man of great personal magnetism, a speaker of tremendous power, an orator of compelling force. As he proceeded to elaborate his theme, his audience fell into complete harmony with the orator; the Kingdoms of this world indeed became the Kingdoms of our Lord and Christ; he carried his audience with him upon the Mount of Transfiguration and kept them there; and when he concluded he had swept himself into the hearts of all his brethern. Thereafter he was secure against any attack from within or without; and measured by its effect I doubt if there has ever been a greater deliverance within our State.

One of the greatest orators to whom I have listened was the golden-hearted and silvered-tongued Governor Bickett. He was governor during the period of the First World War, and when the time came for the ensuing governor to be inaugurated, Bickett gave an account of his stewardship and delivered his valedictory before the General Assembly in person. I cannot describe this effort further than to say it was one of the most finished oratorical production to which I have had the privilege to listen, and it held his audience enthralled and spellbound. As he spoke, did he have any premonition that before many months should pass, he would join the buddies who "Went West," far beyond the sun-set's radiant glow? He fell on sleep soon after completing his tenure in office, and when he went away a great oratorical light went out in Carolina.

Bishop John Calhoun Kilgo was named for a great orator, and right regally did he live up to the traditions of his great namesake. As president of Trinity College, and as a Bishop of Methodist church, Kilgo was known throughout the length and breadth of the State. He was the "stormy petrol" of Carolina Methodism, and his career as College President and Bishop was most turbulent, as his views produced sharp division in the councils of his denomination and finally resulted in one of the most famous lawsuits in the history of our State. When I first went out to hear him, I was frankly prejudiced against him, as I considered him more of a politician than a preacher. But he had not spoken more than ten minutes before he had his rapt audience sitting on the top of Mount Nebo, looking squarely over into the Promised Land. Thereafter I never doubted the sincerity of the Bishop; and no one ever questioned the compelling charm and power which he possessed as a platform orator. No denomination ever possessed an orator who had greater or more complete control over his audiences, and if he used this great power and his own personal magnetism to secure large gifts for Trinity College—was not the money used

to great advantage? The Bishop died many years since, but the fruits of his oratory will abide in what is now Duke University, of which he was one of the founders and builders. The Apostle Peter told the lame and halt man, that silver and gold he had none, but that such as he possessed he gave him—the power to arise and walk. Bishop Kilgo had no money, but he had the power of effective and persuasive speech, and he translated his power into intense activity in behalve of Trinity College.

A little known, but flawless orator was Doctor James W. Lynch, of the Chair of Bible at Wake Forest College. He was one of the greatest pulpiteers to whom I ever listened, and people came from far and near to enjoy the privilege of hearing him. His sermons were of uniformly fine texture, and he never preached a poor one. From the beginning of his discourse unto the end—rarely more than twenty minutes—he held his audiences breathless and spellbound, and when he was finished it seemed as though but a moment had elapsed since he began. One of his sermons, "Deep Called Unto Deep," was delivered by request all over the State, and the singular honor was paid to him of having it published in the Congressional Record—the only Carolina preacher, so I am informed to be thus honored.

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THE ACID TEST OF SERVICE

This is the acid test where many a man falls short; to know when he has enough and be willing not only to let well enough alone, but to give a helping hand to the other fellow, that we are our "brother's keeper," that a Brotherhood of Man does exist outside of after-dinner speeches.

Too many men make the mistake, when they reach the point of enough, of going on pursuing the same old game, accumulating more money, grasping for more power, until either a nervous breakdown overtakes them and a sad incapacity results, or they drop in harness, which, of course is only calling an early grave by another name.

They cannot seem to get the Truth into their heads that as they have been helped by others, so should they now help others; as their means have come from the public, so now they owe something in turn to the public.

No man has a right to leave the world no better than he found it. He must add something to it; he must make its people better and happier, or he must make the face of the world fairer to look at. And the one really means the other.—Edward Bok.

ENGLISH LANGUAGE PLAN STARTS IN WEST PACIFIC SCHOOLS

(Mooresville Enterprise)

A writer from Guam sends the following concerning languages to be taught subjects of possessions in control of civilian schools:

English will be the official language in navy operated schools for civilians in forward areas of the Pacific, under an educational plan which went into effect this week and is the first of its kind so far in the Pacific war.

This does not mean that English is to be forced upon the Japanese people in the western Pacific islands. They may speak Japanese in their homes, in stores and in all social activities.

But is soon as practical, the Japanese language will cease to be used as a subject of instruction or a means of expression in the Navy's schools on former Japanese possessions.

This program will be carried out under the authority of Vice Admiral John H. Hoover, Commander in the forward area, and may well be an indication of postwar policy in the Pacific.

Obviously the establishment of a procedure with such broad future implications could not have been made without approval of highest Navy officials in Washington.

"Schools along American lines are offered to all racial groups," said Lt. Commander Francis P. Whitehair, military government officer under Admiral Hoover. "Attendance is voluntary. English is the sole medium of instruction, and under the tentative curriculum, emphasis is laid on conversational English and elementary reading and writing.

"Extra-curricular activities along American lines, such as baseball, football, volleyball, etc., are offered daily just as in suburban American schools, American Boy and Girl Scout movements will be actively encouraged.

"Korean may be taught as an additional subject. No native dialect will be taught. Civilian teachers, Japanese, and others living in refugee camps are to be used and are being trained as teachers, but are restricted to instruction of their own racial group."

It is to early to tell what the Japanese reaction to this new program will be. Up to the present there has been no established procedure for instruction. Most teaching has been done in Japanese.

On Tinian, which has had the most advanced educational program, Lieut. (jg) H. T. Mook appointed a revision board composed of regular Japanese teachers and one or two Navy Japanese language officers or Nisei. The board reviewed lessons in Japanese textbooks and deleted propaganda-slanted interpretation.

New lessons then were mimeographed in Japanese and taught by the revisional board to "new teachers"—instructors drawn from other trades and professions among the civilian population. The teaching of revised lessons to children was supervised by naval government personnel to prevent propaganda from being reinserted.

Although the directive is general in application, its most provocative specific effect will be upon 1,800 Japanese school children on Tinian and 2,000 on Saipan. It seems doubtful whether the program will reach full effectiveness for a good many months, perhaps even years.

A sufficient number of teachers will be needed who not only understand English but who can use it to teach geography, arithmetic, and natural science, as well as vocational and other subjects in the English tongue.

Already on Tinian Lieutenant Mook has started teaching English to adults and children with the use of charts and pictures. Stress is being placed on learning commonly used English phrases. Eventual hope is that Japanese youngsters will lay aside their "yomikata, kakikata, sugaku" for the American equivalent—the three R's.

Most significant at the moment is the fact that the Navy has begun to divulge its postwar intentions for the new lands which now are being brought under its jurisdiction. Perhaps island now beiug conquered will become the Guams and Samoas of tomorrow.

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AT EASTER

No more, oh Death! No more! Life stays your coming
And holds the scepter in her warm hands now
As April, in green sandals, softly humming
Is seen upon the hills; on every bough
White buds, sunkissed, and little leaves are breaking,
Green fingers push aside each bare brown clod;
And earth, asleep in winter's womb, is waking
To lift her song, triumphantly, to God.

Your sword is sheathed! This is the time of living.
Life, rising, pulses through the smallest thing;
Old sorrows are forgotten, hearts forgiving,
And wounds have felt the healing touch of spring,
So long you reigned, now you are shorn of power;
On Calvary's hill you laid your diadem
At His feet who give men new life the hour,
Pressed by the crowd, they touch His garment's hem.

—Virginia Eaton

ANIMALS AS WEATHER PROPHETS

(Our Dumb Animals)

Many birds foretell a storm by warning cries and uneasy actions. Rooks gather in large numbers and begin to fly in circles when bad weather threatens. The rooster flies on the gate and crows, and the hens roll excitedly in the dust and seek their food later in the evening. The call of the woodpecker is a sign of rain, also that of the guinea fowl and the peacock. Geese will cackle loudly when a storm is brewing and blue jays chatter.

When the sky begin to darken, sea gulls assemble on shore, as they know that the rain will bring earthworms to the surface, and ducks go to the fields to look for snails. This, however, is merely a search for food and is due to the same instinct which teaches the swallow to fly high in fine weather, and skim along the ground when foul weather is coming. The different tribes of wading birds always migrate before rain.

It is proverbial that "pigs see the wind." These animals become restless and will carry straw and hay to hiding places often hours before man is aware of a coming storm. Sheep will skip about and seek corners of the pasture protected by trees and shrubs, when storm clouds gather. Moles begin, too, to carry earth with which to cover their holes, grasshopers stop singing, and frogs croak loudly.

Old pussy cat in an uncanny way seems to sense the approach of bad weather, for when she rubs against a chair or a table leg, draws her paw across her forehead in washing her face, or frisks about the house, it is a sure sign of rain.

Fish have a strong instinct with regard to the changing of the weather, refusing obstinately to rise at the most tempting bait or flies, when clouds charged with thunder or rain are passing overhead.

Spiders repay a close study of their antics. Crawling more than usual predicts rain. Short strands of their web firmly anchored are forerunners of rain; while longer strands mean fine weather.

But when the possibility of rain is past, the ring dove again begins to coo toward evening; the spider is busy lengthening the strands of its web; the lizards climb the bushes and bask in the sun. With the approach of the fine, warm days, the robins sing high in the trees, and the swallows begin to carry mud and straw for nests.

Indeed, all living creatures seem to have a singular knowledge of changes in the temperature, shifting their quarters and changing their actions, as the coming rain or dryness of the air warns them.

Your mind is a sacred enclosure into which nothing harmful can enter except by your permission.

NEWS OF FORMER STUDENTS

Our old friend, Clyde A. Bristow, who was a member of our printing class more than eighteen years ago, continues to write us at quite frequent intervals. The latest message from him was a post card from Atlanta, Georgia. For quite a number of years, Clyde has been driving a large transfer truck for the Roadway Express Company. He is married and has three children, and lives in Winston-Salem. He tells us that he and his family are getting along fine these days. His card stated that he planned to make a trip to Akron, Ohio soon for the purpose of getting a new trailer for the company, and that after making the trip, he planned to drop in to see us the next time he happened to be traveling in this direction.

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In the casualty list which appeared in The Charlotte Observer a few days ago we noticed the name of Marshall F. Hartsell, Seaman 2-c USNR, a former student at the School. He was wounded in action somewhere in the Pacific area.

Marshall entered the School, December 16, 1930, and remained here until being conditionally released, July 17, 1934, when he returned to his home in Durham. He was a member of the group at Cottage No. 2. Upon being admitted to the institution, he was placed in the fourth school grade and had advanced to the seventh at the time of leaving us. He first did general farm work with different outdoor forces and was later transferred to the barn force. He will be twenty-seven years old on August 8th.

We regret to learn that Marshall was wounded, and trust he will soon recover from his injuries.

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About a week ago, while returning from Charlotte by bus, a fellow passenger whose home is in Burlington, gave us some interesting information concerning Lewis Stinson, a former student, also of Burlington. He told us that Lewis, who is now twenty-six years old, had been in the United States Army for quite some time, and had been overseas about one year, and that when last heard from, was getting along all right.

Lewis entered the School, November 1, 1933, and remained here until March 27, 1935, at which time he was permitted to return to his home. While with us he was a member of the group at Cottage No. 15 and was employed on the dairy force. He entered the sixth school grade and was in the seventh at the time of leaving. In looking over progress reports received from time to time we find that he married in November, 1937; in March, 1938, he was working in a dairy near Burlington, and was getting along nicely; another report in April, 1938, stated that he was continuing his good work, and it was recommended that he be granted an honorable discharge from further parole supervision. The discharge was issued on April 25, 1938.

Nothing further had been heard from this young man until the recent news of his service in the Army. We

were glad to hear that Lewis was still getting along well.

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Audie Farthing, formerly of Cottage No. 14, who has been in the United States Navy more than a year, wrote us recently from somewhere at sea. This young fellow entered the School, February 15, 1938 and was allowed to return to his home, August 18, 1942. He was in Cottage No. 14 during his stay at the institution, and for the greater part of the time spent here he worked on the farm. A few months before leaving he went to work in our textile plant, where he made a very good record. According to progress reports received here, Audie continued to do very well after leaving the School.

In his letter, he stated that he liked Navy life very much and was getting along fine. He seemed to be interested in our textile plant and asked to be remembered to the boys working there and to Mr. Blume, the instructor. In order to keep in closer touch with his friends here, he requested that two or three copies of The Uplift be sent him. Audie told us that just shortly before writing his letter he had seen William S. Morgan, a former member of our printing class, who has been in the Navy more than two years. He said that Bill was looking just fine and was getting along well.

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In The Charlotte News, issue of April 19th, there appeared an item from Miami Beach, Florida, which read as follows: "T-Sgt, John G. Keenan, aged 38 years, of Charlotte, has returned from service outside the continental United States and is being processed through the Army Ground and Service Forces Redistribution Station in Miami Beach, where his next assignment will be determined. Sergeant Keenan served twenty-three months as a clerk in the European theatre of operations. Before entering the service Sergeant Keenan was employed by the Railway Express Agency, of Charlotte. He became a member of the armed forces on November 12, 1942."

The old-timers among the School's staff of workers will remember John as a very pleasant youngster here more than twenty years ago. We recall that he was a hard-working lad, popular with both the boys and officials of the School, and that his record here was excellent. Johnnie entered the institution, March 12, 1924 and remained here until October 26, 1926, at which time he was permitted to go to live with relatives in Charlotte. He was a member of the Cottage No. 1 group and was employed in the shoe shop. He was in the seventh school grade when he came to us. On a number of occasions we recall hearing the shoe shop instructor state that John was one of the best boys that he had ever had. The quality of his work was so good that some of his shoe repair work was placed in the exhibit hall at the Cabarrus County Fair.

Upon returning to Charlotte, John secured employment in a shoe repair shop, where he continued his good work. He started doing a little part-time work on the side for the American Railway Express, and finally, some time during the year 1930, became a full-time employee in that organization. His work was that of truck driver, and in 1939 we learned that he

had been employed as billing clerk for several years.

In the fall of 1930, John was married to Miss Mary E. Rawdon, of Rock Hill, South Carolina, and in April, 1931, he and his wife visited the Training School. During the next two or three years, we met this couple on several occasions, but had not heard from either of them until the recent newspaper item revealed that John had been in the United States Army for about two and one-half years.

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THIS IS FRIENDSHIP

I love you, not only for what you are, but for what I am when I am with you.

I love you, not only for what you have made of yourself, but for what you are making of me.

I love you for the part of me that you bring out.

I love you for putting your hand into my heaped-up heart and passing over all the frivolous and weak things that you cannot help seeing there, and drawing out into the light all the beautiful, radiant things that no one else has looked quite far enough to find.

I love you for closing your eyes to the discords in me, and adding to the music in me by worshipful listening.

I love you for ignoring the possibilities of the fool in me and for laying firm hold of the possibilities of good in me.

I love you because you are helping me to make of the lumber of my life, not a tavern, but a temple, and of the words of my days, not a reproach, but a song.

I love you because you have done more than any creed could have done to make me happy.

You have done it without a touch, without a word, without a sign.

You have done it by using yourself.

After all, perhaps this is what being a friend means.

—Ivanhoe Masonic News.

COTTAGE HONOR ROLL

Week Ending April 22, 1945

RECEIVING COTTAGE

Thomas Brantley
Charles Brown
Ralph Cranford
William Hammond
Connie Hill
Charles Young

COTTAGE No. 1

(No Honor Roll)

COTTAGE No. 2

John Allen
Harvey Arnett
Charles Byrd
Walter Byrd
Bobby Furr
Gerald Johnson
Donald Kirk
Harold McKinney
John McLean
Carlton Pate
Billy Phillips
Melvin Radford
Jack Ray
Van Robinson
Ralph Steward

COTTAGE No. 3

James Arrowood
Lyndon Barnett
Craven Callihan
Joseph Case
William Doss
Charles Earp
Earl Green
Jack Hensley
Thomas Hyder
Cecil Kinion
Earnest King
Samuel Lynn
Jack Oliver
Robert Peavy
Lloyd Purdew
Donald Redwine
Paul Wolfe
William Ussery

COTTAGE No. 4

Phil Batson
John Fine
Eugene Grice
Roy Miller
Thomas Ruff
John R. Smith
Edward VanHoy
Eugene Watts

COTTAGE No. 5

James Gibson
Charles Gibson
Patrick Ford
McIver Horne
John Love
Raymond Pruitt
Robert Wilkins
William Wall

COTTAGE No. 6

Carl Church
Thomas Childress
Robert Duncan
Rufus Driggers
Richard Davidson
Keith Futch
Earl Gilmore
Stanford McLean
Robert Mason
Nolan Morrison
Jerry Oaks
Charles Sellers
James Swinson
Leroy Wilkins
James Waters

COTTAGE No. 7

Robert Bradbury
David Brooks
Herschell Duckworth
John Hill
James Knight
Ned Metcalf
Joseph Mitchell
Edward McCall
Ray Naylor

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Fred Coats
James Christy

Raymond Cloninger
Kenneth Dillard
Ray Edwards
Liston Grice
Richard Johnson
James Lowman
John Linville
Charles McClenney
Robert Owens
Eugene Peterson
Edward Renfro
Leo Saxon
Jack Wilkins
J. B. Wilson

COTTAGE No. 10

(No Honor Roll)

COTTAGE No. 11

Charles Alexander
Odean Bland
Donald Bowden
Earl Brigman
George Cox
Jack Gentry
George Guyton
Edward Hambrick
Elmer Heath
Lee Lockerby
Arlon McLean
James Phillips
James Ray
Marshall Sessoms
Maxie Shelly
J. W. Smith
William Walker
Martin Walters

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

William Andrews
Thurman Daniels
David Eaton
Eugene Frazier
Rufus Massingill
Walter Neagle
James Southern
William Whistnant

COTTAGE No. 14

Charles Blakemore
Clyde Bustle
John Crocker
Howard Hall
William Lerschell
Troy Morris
Landon McKenzie
Lawrence Owen
William Rogers
Bruce Sawyer
Grover Shuler
Thomas Styles
Milton Talley

COTTAGE No. 15

Frank Bass
Jack Benfield
Harold Coffey
Jack Green
William Holder
R. V. Hutchinson
Kenneth Hankins
Howard Herman
David Kinley
Marshall Lamb
J. B. Ledford
Robert Myers
Carl Ransom
Robert Rivenbark
Robert Roberts
Clyde Shook

INDIAN COTTAGE

Ray Covington
Peter Chavis
Frank Chavis

INFIRMARY

(No Honor Roll)

———:———

Any departure from truth results in intellectual suicide. The real penalty of being a liar is not the fact that no one believes him, but that he loses the ability to recognize truth, and to distinguish it from falsehood.—Selected.

THE UNION

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VOL. XXXIII CONCORD, N. C., MAY 5, 1945 No. 18

IN HONOR OF OUR GOLD STAR BOYS

Killed In Action

Branch, Robert	(Army)
Brewer, Ernest	(Army)
Crisp, Albert J.	(Army)
Haney, Jack	(Marine Corps)
Jackson, Edgar	(Marine Corps)
Lemly, Jack	(Army)
Matthews, Douglas	(Army)
Sexton, Walter B.	(Army)
Whitaker, William E.	(Army)
Wilson, William J.	(Army)

Died While In Service

Blevins, Walter W.	(Army)
Hardin, Edward	(Navy)
Munday, Craig	(Army)
Plemmons, Hubert	(Army)
Young, Brooks	(Army)

Died In Japanese Prison Camp

Taylor, Dan	(Army)

Published Weekly By
THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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The Uplift

A WEEKLY JOURNAL

Published By

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S. G. HAWFIELD, Editor — LEON GODOWN, Printing Instructor

AMERICA

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrim's pride,
From every mountain side
Let freedom ring!

Our father's God, to Thee,
Author of liberty,
To Thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by Thy might,
Great God, our King-

HONORING THE SOLDIER BOYS FROM THE TRAINING SCHOOL

In The Uplift for this week it is our purpose to honor the boys from this institution who are in the various branches of service. It is our sincere purpose to let these boys, who at one time spent a part of their lives here, know that their services in the armed forces, either great or small, are fully appreciated. We particularly want them to know that we have been thinking of them and that we have been constantly mindful of their sacrifices and the grim ordeals and bloody conflicts which they have experienced through recent months and years.

It will be impossible for us to mention every event or deed of heroism in the experiences of the many boys in service from this institution. We wish it were possible for us to do so, but the only thing

we can do is to honor even the unknown soldier as he has played his part with honor and credit. We would not like for any boy, throughout the years, to feel that his contributions went unappreciated by those who sought to help him in other years.

Our records indicate that a total of 590 boys and 13 former staff members have been enrolled in the various branches of the armed service.

In recent months we have had on display at the school auditorium a large service flag with blue stars and gold stars, all dedicated to the training school lads in service. This has been one of the ways, at least, in which we have sought to recognize their efforts in behalf of this great country in which we live. No doubt, there have been other boys in service whose names we have not been able to get, but their contributions have been just as vital as the others.

We think it is quite fitting for us at this time to honor the soldier boys, especially at a time when the forces of the United Nations are on the very threshold of victory in Europe. The conflict over the years has been full of unprecedented horror and bloodshed. Never before in the history of the world have the implements of destruction been so devastating in their effects. It now seems that it will be only a matter of a few days until the hostilities in Europe will be completed. There still remains, however, the unpredictable conflict against the fanatical Japanese, to which the manpower and resources of the nations must still be committed. The conflict cannot end until there is complete victory, and this is as the soldier boy would have it.

In this manner, we seek to give our acclaim to all of our boys in service. We particularly want to bestow our superlative honors upon those boys who have perished in the conflict. As far as we know, all their names are listed on the cover page of The Uplift. In this way we immortalize their names in the annals of the school, and we dedicate ourselves to the unfinished work ahead, to the end that they shall not have died in vain. Truly, they have given their lives in a great crusade for freedom and justice. Also, there have been many other boys who have been wounded in various degrees in the conflict. In a sense, good luck has been extended to them by fate, and we rejoice with them that they are still with us, and some are still at their posts. We shall look forward to a glorious day of vic-

tory when they may return to their homes and firesides. Furthermore, we pay tribute to every boy who has worn the uniform of his country with credit and honor. The experiences of being a soldier, no doubt, will be most profitable to them in the years ahead.

In this issue we are carrying the pictures of three boys who have distinguished themselves with heroic deeds. We wish we might have been able to carry pictures of many others who so richly deserve it.

* * * * * * * *

MEN'S CLUB OF SECOND PRESBYTERIAN CHURCH, CHARLOTTE, CONTRIBUTE FIVE HUNDRED DOLLARS TOWARDS BAND UNIFORMS

On April 25 a communication was received from Dr. Oren Moore of Charlotte stating that the Men's Club of the Second Presbyterian Church there was contributing the sum of $500 towards the purchase of uniforms for the band boys. This handsome gift has been enthusiastically received by all of us at the school and we are deeply indebted to the men of this fine class, and especially to Dr. Moore and Mr. David Ovens of Charlotte.

The members of the Men's Club of the Second Presbyterian Church in Charlotte have again demonstrated their deep and abiding interest in the boys of this institution. By making this fine gift they have endeared themselves to the boys here. This is not their first expression, in a substantial way, of their desire to promote the work of character building for which this institution was established. It was in the year 1921 when the members of this same church made the magnificent gift of $24,000 to be used in the erection of one of the cottages here. These funds were used for the erection of Cottage No. 5, one of the cottages which has been in constant use ever since its construction.

These two outstanding projects are symbols of the efforts of a group of Christian men who hope, no doubt, to invest in the practical aspects of Christianity. In other words, their contribution in these two projects indicate that their religion extends far beyond the limits of lip service and pretenses, and goes into the realm of practical achievements. Every one of these fine men can feel in his heart that he is elevating and uplifting the life of an unknown and unseen lad

who otherwise would have lived his life under the shadows of discouragements and disappointments. For the boys, we express to them our sincere appreciation and give the assurance that this gift will be used to the fullest extent possible.

It is probable that the uniforms cannot be purchased for the duration, but when peace is restored again to the world the purposes of this gift will be fulfilled. Some day we hope that the boys of the band may be able to return in part the favor by giving a concert for the Men's Club in Charlotte.

* * * * * * * *

FOUR ADDITIONAL TRAINING SCHOOL BOYS DIE IN SERVICE

Recent reports have been received regarding the death of four former boys of this institution. We desire to make special mention of these boys in this issue of The Uplift. At their several posts these boys were fulfilling the obligations of a soldier, and are entitled to tributes from the school.

1. Ernest Brewer.
   Entered the School March 2, 1939.
   Conditionally released January 9, 1942.
   Given final discharge May, 10, 1944.

Recent information states that Pfc. Ernest Brewer, 19 years of age, was killed in action March 29, 1945, in Germany. We have none of the details concerning either his military record or the manner in which he was killed. It is known, however, that he had been in service since January, 1944, and that he went overseas about six months prior to his death.

Pfc. Brewer is survived by his widow, a baby son whom he had never seen, his mother, two sisters, and four brothers. One of his brothers, James Brewer, was also reported as killed in action in Germany several months ago.

This boy's friends at the training school honor him in death, and we pause in our journey to pay tribute to him for his supreme sacrifice as his full measure of devotion to his country. We shall remember with pride that he had risen to the rank of private first class, which would indicate that he had made good in the army.

2. Edward Hardin.
   Entered the School March 14, 1927.
   Released July 10, 1928.

While here Edward Hardin was a member of the No. 2 Cottage group. He worked on the farm, on the chicken force, and in the carpenter shop. Recent news reports state that Edward, 33 years of age, died on April 9, 1945 at San Francisco, after developing bronchial pneumonia. He had arrived in California March 11, after having served overseas as a member of the Seabees for a period of 25 months. Reports indicate that he saw much action overseas.

He is survived by his widow, two sons, his mother, four sisters, and two brothers, one of whom is now in service in France.

At his funeral a recent letter from Edward was read by the pastor. The letter stated that he went to church regularly, read his Bible, and appreciated the interest of his home folks in him.

Edward had been in service since August 10, 1928; therefore, he had spent approximately 17 years in service. No doubt, the exacting duties of recent months had taken a heavy toll of his strength and vitality. Although he did not die in active combat, he will be remembered as one of the casualties of the war by his wide circle of friends. We pay reverent honor to him for his gallant service.

3. Pvt. Albert Jesse Crisp.
   Entered the School October 2, 1930.
   Released January 3, 1933.

In the Charlotte Observer of Tuesday, April 17, Pvt. Albert J. Crisp was listed among the "Army Dead—European Regions."

Our information is that Albert joined the army within about a year after his release from the school. He, at one time, spent about two years in the Panama Canal Zone. We regret that we do not have definite information regarding his army service in recent years. It is our desire, though, to enter his name among the heroes from this school.

At the school Albert spent more than three years in Cottage No. 13. While here he worked on the farm. According to his own statement when he visited the school in 1939, the school did him a lot of good.

4. Robert Branch.
   Entered the School April 2, 1929.
   Released July 17, 1934.

We have been informed that Robert Branch was killed in action recently, but it has not been determined in what theatre of war. Our information comes from two sources—one of his relatives in Durham stated he had been killed in action, and Hubert Hines (a former boy who was in the same cottage here with Robert) stated that he "saw Robert get killed in action overseas." Acting upon this information, we assume that Robert should be listed among the casualties of this war, and we hereby pay tribute to him.

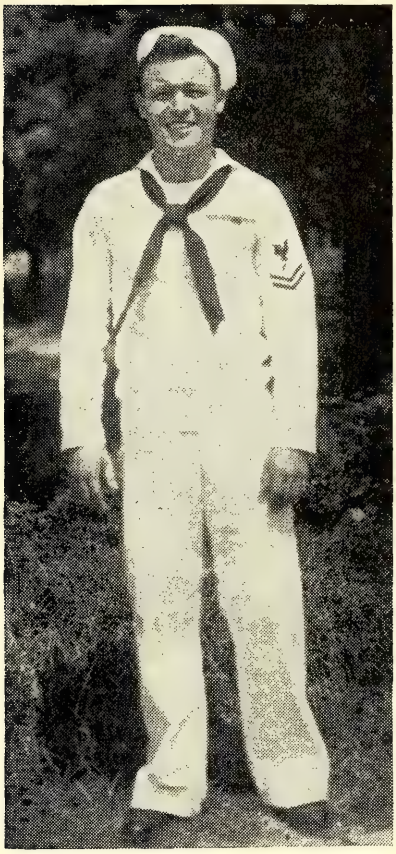
* * * * * * * *

Word has just been received by the family of James Lardner Query that he has been released from a German prison and is now in England where he is reported to be in the very best of health. This is welcome news to his family and his friends here at the Training School.

At the time Mr. Query became a prisoner of the Germans he was in the combat zone in Belgium and was reported as missing about the middle of December. This occurred at the time of the German army advances in what is known as the Belgian Bulge.

Mr. Query is the son of Mr. and Mrs. James E. Query of this county. He has the reputation of being one of the finest young men in the county. He was connected with the Training School from 1934 to 1942 when he was inducted into the United States Army. We shall all look forward with pleasure to an early visit from him when he returns to this country.

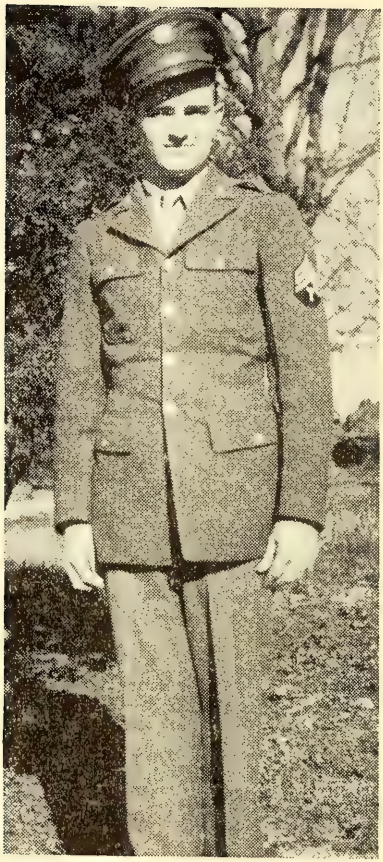
Special Bulletin—As The Uplift goes to press news has been received of the death of Mrs. James H. Hobby, a former member of the Training School staff. We extend to the family our deepest sympathy in their sad bereavement. Further details will appear in a later issue.



Clyde Adams

Clyde Adams enlisted in the United States Navy July 14, 1941. On September 13, 1941, he was assigned to the USS North Carolina, and served as a member of its crew for more than two years. He spent a number of months in the South Pacific area and has seen action in several bitter engagements.

Clyde has many friends here at the school, and he has shown his continued affection for the institution here by making several visits to us while on furlough. To his many friends here he is generally known as "Jack Dempsey." Clyde was particularly devoted to Mr. and Mrs. Liske and the boys in No. 10 Cottage, and as an evidence of his devotion he recently gave the cottage a handsome contribution of $50.



Floyd A. Watkins

Floyd A. Watkins enlisted in the United States Army on May 1, 1940. After some preliminary training he, too, went to the Hawaiian Islands, where he became a member of a unit at Scofield Barracks. He was at Pearl Harbor when the attack was made in 1941. He remained in the Hawaiian Islands until he was given a furlough in the month of February, 1944.

While Floyd was at the Training School he made an excellent record and was generally regarded as a trustworthy boy. While in the army he has made a good record and has lived up to the expectations of his friends.

Private Grady Penington

Private Penington enlisted in the army on June 1, 1940, at Fort Moultrie, S. C. His enrollment was in the regular army. After his preliminary training in this country he was transferred to the Hawaiian Islands, and he was there when the Japanese attacked Pearl Harbor on December 7, 1941.

According to his statements, Pvt. Penington saw much action in the South Pacific. He participated in some of the bitterest engagements of the Solomons, the Gilbert, the Mariannas, and Saipan. He has been awarded four stars, recognizing his participation in four major engagements. Pvt. Penington explained that at no time did he ever try to shirk his responsibility or seek to avoid an engagement. He stated that he was the proudest of the Good Conduct Medal, which represents good behavior in the army for a period of one year. He received only one minor wound, when a bullet which was almost spent pierced his leg a little way.

WITH THE UNITED STATES ARMED FORCES

The following list includes the names, as they have come to this office, of members of the staff, former staff members, and former students of Stonewall Jackson Training School, who are now serving as members of the armed forces of the United States. It will be seen that four employees went into the service directly from the School campus. The others listed have, in some cases, been away from the institution for quite a number of years, joining the fighting forces several years after severing their connection with the School.

In checking over the list of our old boys, we find that practically one hundred per cent voluntarily enlisted in "Uncle Sam's" service, rather than wait to be called by the selective service system. It is also interesting to note that many of these fellows had been in their country's service several years prior to the Japanese attack on Pearl Harbor, December 7, 1941.

If any of our readers know of former Training School boys who are now in any branch of service, and can furnish definite information as to their present location, please notify the editor of THE UPLIFT, P. O. Box 32, Concord, N. C. We shall appreciate your co-operation.

Staff Members

Brausa, Ralph J. (Navy)
(d) Carriker, J. L. (Army)
Liner, James H. (Army)
Patterson, James L. (Army)
Query, Sgt. James L. (Army)

Former Staff Members

(d) Adams, J. E., Jr. (Navy)
Barrier, Major George L. (Army)
Cleaver, James A. (Navy)
(d) Hollingsworth, Jesse G. (Navy)
Parker, Lt.-Col. Samuel I. (Army)
(d) Poole, William E. (Army)
Wingate, Lt. W. J. (Army Air Corps)
Webb, James H. (Navy)

Former Students

Abernethy, Paul (Navy)
Adams, Clyde (Navy)
Adams, Felix (Army)
Alexander, J. Mack (Army)
Alexander, Robert (Army)
Allen, Burl (Navy)
Allen, Julian Herschel (Navy)
Allen, Grady C. (Navy)
Allen, Wayne (Navy)
Allison, John W. (Navy)
Allred, James R. (Army Air Corps)
Almond, Arnold (Army)
Almond, Odell H. (Navy)
(d) Amos, Gerald (Navy)
Andrews, Julian (Marine Corps)
Andrews, Lewis (Marine Corps)
(‡) Anderson, Raymond (Army)
Ashley, Arthur (Army)
Ashley, Cecil (Navy)
Atkins, Howard L. (Navy)
Atkins, Richard (Army)
Atkinson, Hiram (Navy)
Atwell, Robert (Navy)
Atwood, Earl (Army)
(d) Atwood, Hollie (Army)

Bailiff, Wilson (Navy)
Bailey, Richard (Army)
Baker, John B. (Navy)
Ballew, Edward J. (Navy)
(§) Ballew, William P. (Army)
Barber, Winfred V. (Army)
Bargesser, James (Navy)
Barker, Jewell (Army Air Corps)
Barkley, Joel (Army)
(d) Barnes, Henry D. (Army)
Barnes, Norton (Army)
Barrett, Allen (Army)
Barrier, Carl (Marine Corps)
Barrier, William T. (Navy)
(d) Bass, Homer (Navy)
Batson, Jack (Navy)
Batten, John E. (Navy)
Bishop, Garrett W. (Army Air Corps)
Baynes, Howard (Army Air Corps)
(Previously served an enlistment period in the Army.)
Beach, Ernest L. (Army)
Beaver, Albert (Army)
Beaver, Grover (Navy)
(d) Beaver, Walter (Army)
Beck, Monte (Army)
(d) Bell, James (Navy)
(d) Bell, William C. (Navy)
Bell, William G. (Navy)
Beheler, Reid (Navy)
Benson, John (Navy)
Blackman, William (Army)
(**) Blevins, Walter W (Army)
Bolton, James C. (Army)
Bordeaux, Junior (Army)
Bowman, Charles (Army)
Branch, Glatley (Army)
Branch, Horace (Army)
(*) Branch, Robert (Army)
Brantley, Elmond A. (Marine Corps)
Bray, Relons Odell (Army)
Brewer, Clifford (Army)
(*) Brewer, Ernest (Army)
Briggs, Paul (Marine Corps)
Britt, Jennings (Navy)
Broadwell, William (Navy)
(d) Brogden, Norman (Navy)
Broome, Jack (Army)
Broome, Laney B. (Coast Guard)
Broome, Paul (Marine Corps)
Broome, Shannon (Army Air Corps)
Brothers, William (Naval Air Corps)
Brown Aldene (Army)
Brown, Elbert M. (Navy)
Brown, Harold (Army)
Bryant, Elbert (Army)
(d) Bunn, Dewey (Navy)
Bunn, Homer (Army)
Burke, Ensign William H. (Navy)
Burkhead, Dermont (Navy)
Burleson, Lacy C. (Navy)
Burrow, John B. (Navy)
Butler, Femmous (Army
Butner, Roy (Marine Corps)
(d) Byers, Eugene (Navy)

Cable, Nathan (Army Air Corps)
Call, Henry C. (Army)
Campbell, Carlton (Army)
Capps, John T. (Army Air Corps)
Carter, Adrian L. (Navy)
Carter, Douglas (Army)
Carter, Fred (Army)
Carver, Gardner (Army)
Castleberry, Fletcher (Army)
Castleberry, Letcher T. (Army)
Causey, Floyd (Army)
(‡) Causey, James D. (Army)
Cecil, Virgil (Army)
Chapman, Charles (Army)
Chapman, Edward (Army)
Chattin, Ben (Army)
Cherry, Herman (Army)
Cherry, William (Navy)
Christine, Joseph (Navy)
Cline, Wade (Army)
Coats, Clinton (Army)
Cobb, Frank E. (Army)
Coffer, Robert (Army)
Coggins, Mack (Navy)
Collins, Glenn L. (Army)
Connell, Harry (Army)
Connell, James (Navy)
Cook, William (Navy)
Cooke, George C. (Army)
Cooper, Lake (Army)
Cooper, Dewell J. (Navy)
Cooper, Walter (Army)
Corn, James (Army)
Corn, William (Army)
Cowan, Henry W. (Army)
Cox, Howard (Navy)
Cox, J. C. (Marine Corps)
Craft, Arthur (Army)
Crawford, Jack (Navy)
(d) Crawford, John W., Jr. (Army)
(d) Crawford, Louis (Army)
Crawford, Wiley (Army)
(*) Crisp, Albert J. (Army)
Crotts, Charles L. (Navy)
Crumpler, John (Marine Corps)
Cunningham, David C. (Army)
Cunningham, Jesse S. (Navy)

Dalton, James (Army)
Daubenmyer, Nelson (Army)

Davis, Duke (Army)
Davis, Hubert (Navy)
Davis, James (Army)
Deal, Paul (Navy)
Deese, Horace R. (Navy)
Detherage, James (Army)
Dodd, Carroll (Army)
Donaldson, Harold (Marine Corps)
Dorsett, Douglas S. (Navy)
Dorsey, W. Wilson (Army)
Downes, George (Army)
Downes, William H. (Army)
Driver, Malcom (Army Air Corps)
Drumm, Glenn (Army)
Dyson, Fred (Navy)

Eaker, Arnold Max (Army)
Earnhardt, Donald P. (Navy)
Edmondson, Arthur (Army)
Edwards, Eugene (Navy)
Elders, James R. (Marine Corps)
Elliott, John (Navy)
Elmore, A. C. (Marine Corps)
Ennis, James C. (Navy)
Ennis, Henry (Marine Corps)
Ennis, Noah (Navy)
Ennis, Samuel (Army)
Estes, William T. (Army)
Eury, James (Army Air Corps)
Evans, John H. (Army)
Evans, Mack (Army)
Everett, Carl (Army)
Everidge, Samuel (Navy)

Fagg, Julius, Jr. (Army)
Faggart, John (Marine Corps)
(Enlisted 1929. Made Warrant Officer by Act of Congress, 1941.)
Fanslar, Hubert J. (Army)
Farthing, Audie (Navy)
Faschnat, Mose (Navy)
Fausnet, Bernard L. (Army)
(‡) Ferris, Russell (Army)
Fisher, Edward (Army)
Fisher, John H. (Army)
Flannery, John (Army)
Fralix, Howard B. (Army)
(d) Freeman, Richard (Army)
French, Ian (Army)
Furches, William (Marine Corps)

Gaddy, George (Navy)
Gaddy, William (Navy)
Gaines. Robert (Navy)
Gardner, Horace T. (Army)
Gardner, John (Navy)
Gatlin, Britt C. (Army)
Gautier, Marvin (Army)
Gentry, William (Navy)
Gibson, Merritt (Army)
Glasgow. Mumford (Army)
Glasgow, Norwood (Navy)
Glasgow, Ramsey (Army Air Corps)
(Served in Marine Corps, 1929-1933. Member China Expeditionary Force, '29-'32.)
Glover, Henry (Marine Corps)
Godfrey, Warren (Army)
Godwin, John T. (Navy)
Godwin, Paul D. (Army Air Corps)
Goodman, Albert (Army)
Goodman, George (Army)
(d) Gouge, Jeff (Navy)
Gray, Delma C. (Navy)
Green, Eugene (Army)
Greene, Giles E. (Army)
Greene, Noah J. (Navy)
Gregory, Charles J. (Army)
Gregory, Roy (Army)
(d) Griffin, Charles (Army)
Griffin, James H. (Marine Corps)
Griffin, William (Army)
Grimes, Lawrence E. (Army)
Grooms, J. B. (Army Air Corps)
Guffey, Lawrence (Army)

Hackler, Raymond (Army)
Hall, Brevard A. (Army)
Hall, Frank (Army)
(§) Hall, Eddie Lee (Army)
Hall, Sidney (Army)
Hames, Albert (Navy)
Hames, William R. (Army)
Hamilton, Jack (Navy)
Hamilton, Leo (Navy)
Hampton, Robert (Navy)
(*) Haney, Jack (Marine Corps)
(**) Hardin, Edward (Navy)
Hardin, Wilbur (Navy)
(d) Hare, James M. (Army)
Harper, Robert B. (Army)
Harris, Brown (Navy)
Harris, Edgar (Army)
Harris, Ralph (Navy)
Hartsell, Marshall F. (Navy)
Hawkins, Bruce (Navy)
Hawkins, William T. (Navy)
Head, Elbert (Army)
(d) Heath, Beamon (Navy)
Hefner, Charles (Army)
Hefner, Eugene (Navy)
Hensley, David (Army)
(d) Hensley, Frank C. (Army)
Hensley, J. B. (Navy)
Hendren, Isaac (Navy)
Hendrix, John (Army)
Henry, Charlton (Navy)

Hicks, Garland (Army)
Hicks, Odie (Marine Corps)
Hildreth, John (Army)
Hill, Doyce (Army)
(d) Hill, Urban (Army)
Hill, William (Army)
Hines, Hubert (Army)
(d) Hines, Woodrow (Army)
Hodge, David (Army)
Hodge, Dallas (Army Air Corps)
Hogan, Gilbert (Army)
Hogsed, John R. (Army)
Hoke, Bernice (Navy)
Holland, Burman (Army)
Holland, Donald (Army)
Hollars, Ralph (Army)
Holloway, Hubert (Army)
Holmes, John (Army)
Holt, Archie (Army)
Honeycutt, Richard (Navy)
Hooks, Hubert (Army)
Hornsby, Thomas H. (Navy)
Honeycutt, Nathaniel (Army)
Honeycutt, Richard (Navy)
Howard, Jack (Navy)
Howard, Marvin (Navy)
Hoyle, James C. (Army)
Hudson, Hoyette (Army Air Corps)
Hulan, Norman (Navy)
(Previously served an enlistment period in the Army.)

Ingram, John E. (Navy)
Irby, Earl (Army)
Irwin, Raymond (Army Air Corps)

(*) Jackson, Edgar (Marine Corps)
Jackson, William (Navy)
Jenkins, Fred (Navy)
Johnson, Clawson (Army)
Johnson, Coley (Navy)
Johnson, Edward (Navy)
Johnson, Hugh (Navy)
Jolly, James D. (Navy)
(d) Jones, Mark T. (Navy)
Jones, S. E. (Marine Corps)
Jordan, James E. (Army)
Journigan, Horace (Navy)

Keen, Clinton (Army)
Keenan, John G. (Army)
Keith, Monroe (Army)
Keith, Robert (Navy)
(§) Kellam, James (Navy)
Kelly, Grady (Army Air Corps)
Kelly, Jesse (Army)
King, Cleo (Army Air Corps)
King, Frank L. (Army)
King, Jesse (Navy)
King, Marvin (Navy)
King, Thomas (Army Air Corps)
Kinder, Marius (Army)
Kinley, Robert (Marine Corps)
Kirksey, Samuel (Navy)
(d) Kivett, Clyde A. (Army)
Kivett, John (Army)
Knight, Thomas (Army Air Corps)
Knight, Thurman (Army)
Knight, William S. (Army)
Koontz, J. Milton (Army)
Kye, George (Army)
Kye, James (Army)

(‡) Lamar, A. C., Jr. (Army)
Land, Reuben (Army)
Land, Wilfred (Marine Corps)
Landrum, Luther H. (Army)
(d) Lane, Floyd C. (Marine Corps)
Lane, James E. (Navy)
Langford, Olin (Army)
Langley, William (Army)
Laramore, Ray (Army)
Lawrence, Robert (Marine Corps)
Leagon, Harry (Army)
Ledford, Harvey L. (Army)
Ledford, James (Marine Corps)
(*) Lemly, Jack (Army)
Lee, Valton (Army)
Lett, Frank (Army)
Lewallan, Paul R. (Army)
Link, Bruce (Navy)
Long, Joseph H. (Army)
Long, Loyce (Army)
Long, Stacey L. (Army)

Mabe, McCree (Army)
Martin, Willie H. (Army Air Corps)
Mathis, D. B. (Jack) (Marine Corps)
(*) Matthews, Douglas (Army)
Matthews, Harley P (Navy)
Maddox, Walter A. (Army)
May, Fred (Navy)
May, George O. (Army)
Mayberry, Douglas J. (Army)
Medlin, Clarence (Army)
Medlin, Ervin J. (Army)
Medlin, Wade (Navy)
(‡) Medlin, Wilson (Army)
Meeks, William L. (Navy)
Merritt, Edgar (Army)
(Previously served an enlistment period in the Army.)
Merritt, Julian (Army)
Michaels, J. C. (Navy)
Miller, Latha (Navy)
Montford, James B. (Army

Montgomery, Samuel (Navy)
Moose, Claude L. (Marine Corps)
Morris, Everett (Navy)
Morris, Jack (Army)
Morrow, Chas. W. (Army Air Corps)
Morrozoff, Ivan (Army Air Corps)
Morgan, William S. (Navy)
(**) Munday, Craig (Navy)
Murphy, Lemuel (Army)
Murphy, Norvelle (Navy)
Murray, Edward J. (Army)
Muse, Robert (Navy)
Myrick, Julian E. (Army)

McBride, Irvin (Army Air Corps)
McBride, J. Lee (Navy)
McCain, Edward G. (Navy)
(d) McCarter, Thomas (Navy)
McColl, Vollie O. (Navy)
McCollum, Gerald (Navy)
McCoy, Hubert (Army)
McDonald, Ralph B. (Navy)
McEntire, Forrest (Marine Corps)
McEntire, John (Navy)
McFee, Donald M. (Army Air Corps)
McGee, Norman (Army)
McHone, Arnold (Navy)
McKay, John C. (Marine Corps)
McKee, Thomas R. (Army)
(Enlisted 1937)
McNeely, Robert (Army)
(Enlisted 1933)
McNeill, Preston (Army Air Corps)
McPhail, Daniel E. (Navy)
McPherson, Arthur (Navy)
McRorie, J. W. (Navy)

Nelson, Larry (Navy)
(d) New, William (Army)
Newsome, Percy, (Army)
Newton, Willard M. (Army)

(‡) Odum, David (Army)
Owen, Fred, Jr. (Marine Corps)
(d) Owen, Howard (Army)
Owens, Blake C. (Army)
Owens. Leroy (Army)
Owens, Norman (Army)
Oxendine. Earl (Navy)

Padrick, William (Navy)
Page, James (Army)
Parker, Albert B. (Army)
Parker, Richard (Navy)
Pate, Hansel (Army)
Patterson, James (Navy)
Patterson, Joseph (Navy)
Patton, Richard (Navy)

Payne, Joy (Army)
Peake, Harry (Marine Corps)
Pearson, Flay (Army)
Pennington, Grady (Army)
Pickett, Claudius (Army)
(§) Pickerel, Clyde (Army)
Pittman, Hoyle (Navy)
(d) Pittman, Ted (Marine Corps)
Pittman, Walter (Army)
(**) Plemmons, Hubert (Army)
Pope, H. C. (Army)
Porter, Frank J. (Army)
Potter, Linwood (Army)
(d) Powell, Wilson (Marine Corps)
Presnell, Robert (Army)
Pyatt, Jack (Marine Corps)

Quick, James (Navy)
Quick, Robert (Army)
Quick, Simon (Navy)

Ramsey, Amos (Army)
(Previously served an enlistment period in the Army.)
Ransom, B. T. (Navy)
Rash, Burris (Army)
Reavis, James (Army)
(d) Reep, John (Navy)
Revels, Grover (Navy)
Reynolds, D. C. (Navy)
Riggs, Walter (Navy)
Rivenbark William W. (Army)
(Served in Marine Corps, 1933-1938.)
Rhodes, Paul (Army)
Robbins, John (Navy)
Rogers, Hoyt W. (Army Air Corps)
Roberts, Lonnie (Navy)
Robertson, John C. (Army)
Robinson, Perry (Army Air Corps)
Rochester, Nicholas (Navy)
Rogers, Eulice (Army)
Routh, Walter (Army Air Corps)
Russ, James P. (Army)

Sands, Thomas (Navy)
Scism, Arlee (Navy)
Seibert, Fred (Army)
Sentell, Clyde (Army)
(*) Sexton, Walter B. (Army)
Seymore, Malcom E. (Navy)
Scott, Archie (Army)
Shannon, William L. (Navy)
Shaver, George H. (Navy)
Shoffner, Carl D. (Army)
Shropshire, Hassell (Army)
Shropshire, Robert (Navy)
Sides, George D. (Navy)
Simmons, Horace K. (Navy)

Sistar, Walter B. (Army)
Sloan, Lonnie (Army)
Sluder, Wayne (Army)
Small, Clyde E. (Army)
Smith, Jesse (Navy)
Smith, Julius D. (Navy)
Smith, Oscar (Army)
Smith, Ventry (Navy)
Snider, Samuel (Navy)
Snuggs, Charles L. (Navy)
Spears, James (Navy)
Speer, Carl (Navy)
Springer, Jack (Army)
Sprinkle, Raymond (Army)
Stack, Porter (Army)
Stallings, William (Navy)
Stanley, Brown (Coast Artillery)
Stepp, James H. (Navy)
Stepp, Ralph (Army)
Stines, Loy (Navy)
Stinson, Leonard (Army)
Stinson, Lewis (Army)
Strickland, Earthie L. (Army)
Strickland, Robert W. (Army)
Stubbs, Ben (Army)
Sullivan, Richard (Army)
Sutherland, Jack (Navy)
Sutton, J. P. (Army)

Talbert, Morris (Navy)
Talbert, O. D. (Army)
Talbert, Steve (Army)
(d) Talley, Lytt (Army)
(x) Taylor, Daniel (Army)
Tessneer, Calvin C. (Navy)
Teeter, Robert E. (Army)
Thomas, Harold (Navy)
Thomas, Hilliard (Army)
Thomas, Richard (Army)
Threatt, Sidi (Army Air Corps)
Tipton, Kenneth (Navy)
Tobar, William (Army)
Tolley, John R. (Navy)
Troy, Robert (Army)
Tuck, Julian (Army)
Tuck, Lester (Marine Corps)
Tucker, Joseph (Army)
Turner, Lee V. (Navy)
Tyson, William E. (Navy)

Uptegrove, John W. C. (Army)

Waldrop, Ned (Army)
Walker, Frank (Navy)
Walker, Glenn (Army)
Walker, Oakley (Army)
Walker, Robert (Army)
Walsh, Harold (Army)
Walters, Melvin (Army)
Ward, Eldridge (Army)
Ward, Hazen (Army)
Ward, Leo (Army Air Corps)
Ward, Robert (Army)
(Enlisted 1928)
Ware, Dewey (Army)
Ware, Torrence (Navy)
Watkins, Floyd A. (Army)
Watkins, Lee (Army)
Watson, Lieut. Lemuel (Army)
Watts, Everett (Navy)
Watts, James (Navy)
Watts, Boyce (Army)
Weaden, Clarence (Army)
Weathers, Alexander, Jr. (Army)
Webb, Charles R. (Army)
Webster, John D. (Army)
(d) Whitaker, John H. (Navy)
(*) Whitaker, William E. (Army)
White, Marshall (Coast Artillery)
Whitener, Richard M. (Army)
Whitley, John P. (Navy)
Whitlock, Winfred (Army)
Whitten, Thomas M. (Army)
Widener, Charles (Navy)
Wiggins, Jerome (Army)
Wilcox, Glenn (Navy)
(d) Wiles, John D. (Army)
Wiles, Fred (Army)
(Enlisted 1927)
Wilhite, Claude (Army)
Wilhite, George (Army)
Wilhite, James (Army)
Wilhite, Porter (Army)
(d) Williams, Everett (Army)
Williams, Louis (Navy)
Williams, Samuel R. (Navy)
Williams, William R. (Navy)
Williamson, Everett (Navy)
Wilson, John C. (Army)
Wilson, Kenneth (Navy)
Wilson, Thomas (Navy)
(*) Wilson, William J. (Army)
Winn, J. Harvard (Navy)
Wood, James L. (Army)
Wood, William T. (Navy)
Wooten, Charles (Navy)
Wrenn, Lloyd (Army)
(‡) Wright, George (Army)

Yarborough, Preston (Army)
York, John R. (Army)
(**) Young, Brooks (Army)
Young, R. L. (Marine Corps)
Young, William F. (Army)
Young, William R. (Army)
Ziegler, Henry F. (Navy)

Former Students in Merchant Marine Service

Hammond, Edward
Hill, Caleb
Hillard, Clyde
Lambert, Jay
Smith, Glenn W.
Shinn, Alwyn Y.
Stutts, Edward
Williams, Horace
Woodard, Arthur B.

(‡) Prisoner of war.
(§) Missing in action.
(*) Killed in action, or died from wounds received in action.
(**) Died while in service.
(x) Died while being held prisoner.
(d) Discharged from active service.

SOLDIERS ALL

I think I always knew you'd volunteer
But when the hour to say good-bye had come
I would have caught you close and held your fast
Within the magic circle we call home.

I'd meant to speak some words of courage, dear,
To say: 'Fight till the victory's won'
And if you be on land or on the sea
May God protect and keep you safe, my son.

But when last you took me in your arms
And smiling softly said" Good-bye now, Mom,
My tongue refused the task I'd set for it
And I stood there as one new—stricken dumb.

I found no heartening words to say to you
Because my heart kept crying out its fears;
I had to man the floodgates desperately
Lest I should send you from me bathed in tears.

But I must not sit wringing futile hands,
Not when there is so much for hands to do;
You take your training, son, and I'll take mine
In total war there is a home front, too.

—Flossie Dean Craig.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Assembly Period—Friday Morning

By William Whistnant, 8th Grade

There was no regular program today. Mr. Hines asked who would volunteer to say the Twenty-Third Psalm, Melvin Radford was the one who volunteered to say it. Following this Psalm, we all stood up and repeated the Lord's Prayer. We then had two solos. They were "Hop, Hop, Hop," by Franklin Robinson and "Shall We Gather at the River," by Jack Gentry.

The group then sang the following songs: "Where the Gates Swing Outward Never," To the Work," "The Rock That is Higher Than I," and "The Church by the Side of the Road. We closed the program by singing "He Ransomed Me."

Chapel Program—Friday Afternoon

By Charles Allen, 8th Grade

On Friday afternoon the boys assembled in the school auditorium to hear the Bible story by Mrs. Morrison, our second grade teacher. The story was about Moses. After the story we had a few songs by some of the boys. The first song was "Hop, Hop, Hop," by Franklin Robinson. The second was "There's a Long, Long Trail A-Winding," by James Swinson, and the third was "There's Power in the Blood," by George Guyton. The fourth was "The Army Air Corps," by J. C. Cayton, and the fifth was "When the Saints Go Marching In," by Clyde Wright and Marvin Wall. The last number was "In a Little Country Village," by Charles Byrd and James Hill. The group that sang two songs entitled "Where the Gates Swing Outward Never" and "He Ransomed Me."

Strawberries

By Charles Reeves, 8th Grade

The Receiving Cottage boys have been picking strawberries about every other afternoon for the past two weeks. They have picked approximately three hundred gallons. Mr. Adams and the boys seem not to mind picking the strawberries very much. They deliver the strawberries around to the different cottages. The largest picking they have had was 102 gallons at one time. Mr. Walker and some of the work line boys helped pick the berries.

News Items of Interest

By Kenneth Staley, 8th Grade

The last of the month is the time for us to write our letters home, and we are all glad to write each month. At the end of every two months we send our report cards home, and our relatives are glad to get them. We are sending the report cards this month.

We are receiving an abundance of apples regularly. We get them once or twice a week. They are very good apples, and we are very glad to get them. We are sticking to the old saying, "An apple a day keeps the doctor away."

We surely did enjoy the picture show last week. The title of the picture was "Give Out, Sisters," and it featured the Andrew Sisters. We also enjoyed the comedy, "Ration-Bored." We are very grateful to the School for the privilege of seeing such good shows.

New Science Booklets

By Jack Oliver, 8th Grade

Recently, Mr. Hines, our eighth grade teacher, ordered a series of science booklets. They are as follows:

(1) "Today's Ben Franklin," by Gilbert D. McCann, Ph. D. His book tells about lightning, and how Franklin disproved the ancient superstition about it with a kite and a key. (2) "The Stuff Our World Is Made Of," by A. Allen Bates, D. Sc. He tells how we use our greatest treasure —the dirt on which we walk. (3) "Heritage of the Sil," by R. W. Auxier. He tells about new things we make form farm products. (4) "Man's Heritage of the Skies," by Thomas Spooner. He tells the ways of weather and climate and how they reach into our daily lives. (5) "Amber and Amperes," by H. W. Tenney. and he tells what we know of electricity and how we use it. (6) "Science in Everyday Things," by Phillips Thomas, Ph. D. In it he tells how light, heat, cold and helpful hands all reach out from the same wires. (7) "Strange Peoples of the Little Worlds," by H. C. Rentschler, Ph. D., D. Sc. He tells a story of the tiny beings that give both life and death. (8) "Eyes for the Little Worlds," by E. B. Ashcraft, Ph. D., and he decribes how we see into the tiny invisible universes that thrive on everything we see and touch.

Third Cottage Books

By Earl Greene, 5th Books

Monday afternoon, Mr. Hines got some books from the school library for the boys of Cottage No. 3. We can read them when we have a few minutes to spare or when the weather is bad and we cannot go outdoors. We enjoy these books very much, and we thank Mr. Hines for getting them for us. We also thank Mrs. Miller, the librarian, for selecting such a good group of books.

An Enjoyable Occasion

By Jack Gentry, 8th Grade

On Sunday, April22nd, the boys who go to All Saints Episcopal Church, Concord, had a very fine dinner. After the morning service we assembled in the Parish House for a fine picnic lunch. Everyone who possibly could, stayed for this lunch, which we all enjoyed.

The choir boys present were as follows: Jack Benfield, Craven Callihan, Jack Gentry, William Poteat, George Guyton, Harold McKinney and James Stadler. The boys not only enjoyed this treat but were glad to be able to attend the Sunday school and church service.

After lunch, the boys walked about town until about 2:30 p. m., when they assembled at the post office, where Mr. A. G. Willis was waiting to bring them back to the School.

We appreciated this grand occasion and are going to try to repay the officers, matrons and teachers who made it possible for us to go by doing our very best in everything that is expected of us.

"Rush"

By Jack Oliver, 8th Grade

Recently, the printing department has been in a rush. Different state departments have sent jobs for the Training School printers to prepare for them. The School has also needed quite a number of jobs for its own use. While this has kept us very busy, we have enjoyed doing the work, for it has given us the opportunity to learn more about various kinds of printing. The boys who have been engaged in this extra work are: Charles Allen, Liston Grice, John Linville, Jack Oliver and William Poteat. The other boys have been looking after the regular work of this department.

Boys are Released

By Ray Edwards, 8th Grade

Within the past few weeks several boys have been released to return to their homes. These boys, and the homes to which they have gone, are as follows: Peter Chavis, Pembroke; Brice Hill Thomas, Thomasville; James Southern, Elkin; John Ray Smith, Winston-Salem; Eugene Watts Elkin. We hope they will make good in their work and help their parents and other relatives.

Cottage No. 1 Opens

By John Allen, 8th Grade

Thursday night, April 19th, Cottage No. 1, which had been closed for a few months, reopened and took about 21 boys. Later on more boys will be added to its list until there is a full cottage.

Before opening, the cottage was repainted on the inside and some minor repairs were made by Mr. A. L. Carriker and his carpenter shop boys. The cottage is now very attractive.

There are still two cottages closed, and the other cottages have between 25 and 30 boys in them. Perhaps these cottages will be opened soon.

B. T. U. Meeting—Group II and Intermediate Group

By Ned Metcalf, 8th Grade

So many of the boys in the Intermediate Group were absent that those in Junior Group II met with this group. We first sang two songs, "He Ransomed Me" and "The Touch of His Hand on Mine."

The Intermediate Group gave its grogram first. The parts were as follows: (1) Introduction," by Hilton Reid; (2) "Liquor Destroys the Mind," by Gerald Johnson; (3) "Liquor Destroys the Body," by Ray Edwards; (4) "Liquor Destroys Self-Respect," by Ned Metcalf.

Mr. Iley made a short talk, and then Mr. Isenhour made a talk, the subject of which was "Never Accept Liquor or Beer."

B. T. U. Meeting—Junior Group I

By Donald Redwine and James Sneed

At the beginning of the meeting we sang two songs, "The Church by the Side of the Road" and "When the Saints Go Marching In." Mr. Snyder was not able to be here, but Mr. Puckett had charge of us. He had us sing "There Is Power in the Blood," after which we had a Bible story.

Mr. Puckett took our Bible readings for the week and Mr. Hines

called the roll. We had read a total of thirty chapters.

Then we had a Bible story. It was a story of Jesus at the age of twelve years.

Group Attends Singer's Convention

By John Allen, 8th Grade

On Sunday afternoon, April 29th, a group of eighteen boys from the Training School attended the Cabarrus County Singers' Convention, held at the Southside Baptist Church, near Concord. These boys took part in the program that was given by groups of singers from all sections of the county.

The program began at 2 o'clock and lasted for more than two hours. Singers taking part were from Concord, Kannapolis, Midland and other sections of the county. The selections consisted of solos, duets, trios, quartets, quintets and larger groups. Each group of singers or soloist sang two stanzas of two selections until each one listed had an opportunity to sing. Then, after they had gone all the way down the list, other songs were rendered by request of people in the congregation.

The next singing convention will be held at Midland on the fifth Sunday in July.

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OUR SON

Since you have gone away, dear,
You've left an empty space—
Your little "carbon copy" has
Tried to take your place.
He tries so hard to do his part,
He tries to be a man,
He watches his little sister,
He helps me all he can.
He empties all the ashtrays,
He brings my cigarette,
He goes and buys the paper,
He can't buy butter yet.
He's waiting for his G. I. Dad,
He wants to fish and swim—
He is a real soldier, dear,
You can be proud of him.

—Selected.

HIGHLIGHTS IN LIFE OF PRESIDENT TRUMAN

(Monroe Journal)

In a number of ways the new President is as typical a product of the American system of party government as has entered this high office in many a decade. Americans like it when their top public sarvant fits into the folklore of log cabin to White House, but at the same time they tend to pick men trained in the big and hard schools of practical politics, states the Christian Science Monitor.

Harry S. Truman fits these specifications to a nicety. He was born of pioneer American ancestry on a Missouri farm, and grew up as Midwestern farm boys do, working hard at the chores and in the fields while he got his early education. His family could not afford to send him to college, so he went to nearby Kansas City and earned his own living while he studied law.

Then came World War One. Young Trueman joined the army, went overseas, was commissioned an officer. made a fine combat record. On his return, he embarked on a modest but unsuccessful business venture and then began public life as a minor appointive official at the Jackson county courthouse.

His home is still a big farm residence in a town of 15,000 (Independence, Missouri)—a setting so typical and so familiar to millions of his fellow citizens that they will need no futher description. When it is added that he is a churchgoer (Baptist), an active Mason (Past Grand Master of Missouri), and that he is quite, homespun, unpretentious in his social life, the average American can complete the portrait himself.

President Truman's career in public office offers an exhibit in cross section of American party politics. He got his start in a city government then dominated by one of the most powerful and cynically practical machines in American history. His election to the United States Senate was due in large measure to the backing of this organization. Yet Trueman himself represented a phenomenon just as characteristic of machine politics as was the Boss, Tom Pendergast although sponsored and hence somewhat under the cloud of the Boss, his own integrity was never in question. Trueman was one of the honest men Pendergast needed, just as he wanted others of easier conscience who would do as they were told.

Once in the Senate, Harry Trueman spent his first eight years quietly listening and learning. His recent service as chairman of the so-called "Truman Committee" of the Senate is too well and too favorably known to need repeating. His independence fearlessness, and nonpartisan zeal in behalf of efficient conduct of the war effort helped to carry him well beyond the limitations of his early career and into the Vice Presidency.

Truman's big opportunities all have seemed thrust upon him. The committee post came largely though seniority. He did not seek the Vice Presidential nomination, and is said to have been at first overwhelmed with a sense of his own inadequacy for the

post. And now he ascends to the naton's highest office because of an event which he hoped as earnestly as anyone would not come to pass.

Other unassuming men of the people throughout history have risen magnificently to the challenge of great responsibilities which have come upon them. There is much good sound reason to expect that President Truman, plain American, will likewise measure up.

Born May 8, 1884, Lamar, Missouri, son of John Anderson and Martha Ellen Young Truman.

After finishing school he worked in bank until 1906. Then his father induced him to return to the family farm as partner. He remaind there until entrance of U. S. into first World War.

Volunteered in army, helped organize 2nd Missouri Field Artillery, later 129th Field Artillery, 35th Division; attended Field Artillery school, Fort Sill, Okla. In March 1918, sailed for overseas service; served as captain and adjutant of 2nd Battalion. Later he commanded Battery D of 129th Field Artillery. Discharged at end of war with rank of captain and commissioned major in Field Artillery Reserve.

On June 28, 1919 President Truman married his childhood sweetheart, Bess Wallace, of Independence, Mo. They have one daughter, Mary Margaret. Five feet, nine and three-quarters inches tall, weighing 167 pounds, the new President is spectacled and smooth shaven.

He says he has no "hobbies" favorite recreation of sports, though occasionally he does play a game of poker. ("I learned the game in France and it was a costly education, and as yet it hasn't paid any dividends.") He also says he's not a lawyer—"just a farmer, who happens to be in the Senate, but I understand words."

In 1922 elected judge in county court of Jackson, Mo. In 1923 enrolled in Kansas City Law School and studied law until 1925; In 1924 was defeated for reelection; 1926 elected presiding judge of Jackson county court; re-elected in 1930.

Elected U. S. Senator from Missouri in 1934; re-elected in 1940.

Before his present interest in defense spending, his chief interest was in problems of transportation. Served as chairman of special Senate committee investigating the National Dafense program.

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OUR STAR

A star is hanging in our door
For the finest man on earth;
A star's not much for such a man,
It could not show his worth.
He left his home and family,
To fight for Uncle Sam;
The star will hang right where it is—
Till they send us back our man.

—The Mentor.

PRESIDENT PROCLAIMS MAY 13TH AS MOTHERS DAY

(Mooresville Enterprise)

President Truman has proclaimed Sunday, May 13, as Mother's Day in acknowledgement of the nation's 'gratitude, love and devotion' to the nation's mothers.

The proclamation follows:

"Whereas, it is fitting that we acknowledge anew our gratitude, love, and devotion to the mothers of America, and

"Whereas, in this year of the war's greatest intensity we are ever mindful of their splandid courage and steadfast loyalty to the highest ideals of our democracy; and

"Whereas, Congress by joint resolution approved May 8, 1914, set aside the second Sunday in May as Mother's Day, and acclaimed the service rendered the United States by the American mother as the greatest source of the country's strength and inspiration;

"Now, therefore, I, Harry S. Truman, President of the United States of America, do hereby request the observance of Sunday, May 13, 1945, as Mother's Day, and call upon the officials of the government to display the flag of the United States on all government buildings, and the people of the nation to display their flag at their homes or other suitable places, on that day. And I urge that by our prayers, by our devotion to duty and by evidences of affection, we give expression of our love and reverence for America's mothers.

"In witness whereof, I have hereunto set my hand and caused the seal of the United States of America to be affixed.

"Done at the City of Washington this seventeenth day of April in the year of our lord nineteen hundred and forty five, and of the independence of the United States of America the one hundred and sixty ninth.

"HARRY S. TRUMAN."

———:———

TO MY COUNTRY

America, thou land most blessed of God
And most desired of man; thou haven safe
Wherein the storm tossed peoples of the earth
May rest, secure from tempests manifold,
That fiercely rage on waters of the world;
Thou, country well beloved, shalt be
The subject of my song! No bard of old
Had one more worthy of high praise than thee,
Thou noblest land of lands—America!

—Sarah A. Heinzerling.

LAST SUNDAY'S SERVICE

Rev. James W. Fowler, pastor of the Kerr St. Methodist Church, Concord, preached the sermon to the boys last Sunday afternoon. As usual, the boys were delighted with his fine message..

Mr. Fowler read some verses from the 14th chapter of Exodus, beginning with the 5th verse and reading through the 12th. This is a portion of the Bible that tells about the dissatisfaction of the children of Israel during the time when Moses was attempting to lead them out of bondage to the promised land in Canaan.

The topic of Mr. Fowler's sermon was "Getting Out of Oid Ways and Getting Into New Ways." Mr. Fowler explained to the boys some of the many difficulties that Moses encounted as he attempted to lead the children of Israel on their long journey away from bondage in Egypt. He explained that generally whenever the people were called upon to endure hardships or to suffer personal inconveniences they cried out for the privilege of going back into Egypt, even through they had been held in slavery there.

In it all, however, Moses, under the leadership of God, was trying to do what in the long run would prove to be of greatest benefit to them.

Mr. Fowler explained that in too many instances when people would like to help those who live in sin and could point them to a better way, they still prefer to remain in their sinful ways. In order to illustrate his point, Mr. Fowler told a vivid story of an experience which he had with some other men in chasing a fox. Their plan was to capture the fox after an exciting chase and then carry it to another part of the state. Finally, the fox was caught in its den, and it put up a terrific struggle to elude its captors and get back into the den. The same principle applies in the lives of many people when an effort is made to get them away from their "old dens."

The speaker reminded his audience of the fact that at the present time in San Francisco representatives of the United Nations are gathered to formulate an organization for keeping the peace of the world. While they are doing this, there are those among us who prefer the ways of war, and there are those even that would attempt to disrupt and discredit the work of the peace conference. He pointed out that for us the "promised land" would be a land in which there would be no more wars.

Mr. Fowler said everyone should have a burning desire to live for God. In this connection he explained how one of the great inventors of airplanes, Igor Sikorsky, set out on his career, as a boy to invent airplanes. Throughout his life he dreamed of an achievement when he could have a great Clipper that would fly through the air. His first airplane invention would not even fly. His second one flew but crashed, and he almost lost his life, but finally he succeeded in inventing a multimotored Clipper that is the admiration of all the world.

It was explained to the boys that if they had a burning desire to do something and be somebody, as this great inventor did, it would be possible for them to succeed.

NEWS OF FORMER STUDENTS

About a week ago, Jesse Cunningham, a former student, who has been in the United States Navy since May, 1943, called Superintendent Hawfield by telephone from Alameda, California. He had just returned from the South Pacific combat zone. Jesse reported that he now holds the rank of Petty Officer, 2-c, and is in good health and getting along fine in Uncle Sam's service. In this long distance conversation, he expressed his special thanks to officials of the Training School for their recommendations which enabled him to gain promotion in rank.

The fact that this young man went to the trouble to make this call, and to do it immediately upon his arrival in the States, certainly is an evidence of his devotion to the School officials.

—:—

Superintendent Hawfield recently received a letter from John R. Tolley, a former student at the School, who is now at the United States Naval Training Center, Bainbridge, Maryland. His letter, dated April 24th, reads as follows:

"Dear Mr. Hawfield: Sorry I haven't written before now, but have been rather busy. Am pretty well settled down now and am getting along fine. I received a copy of The Uplift. As I looked over the honor roll, I was glad to see Eugene Watts' name on it. It sure was a surprise, but I'm glad to know that he is doing well. How is everything at the School these days? Hope things are running along as well as ever.

"Tell Mr. Fisher that I met one of his nephews down here. He is in my barracks. His name is J. M. Freeze, and he is from either Concord or Kannapolis. He is a very nice fellow.

"I hope you are all in as good health as ever. Please tell Mr. Barber and Mr. Godown 'hello' for me. Hope all of you will write me some of these days. Sincerely, John Tolley."

—:—

In the Statesville Daily Record, issue of April 24, 1945, there was quite an interesting article about Clyde A. Kivett, a former member of our printing class, who has been a linotype operator with that newspaper about two years. In an editorial note, preceding the article written by Clyde, it was stated that he was the first ex-serviceman in Iredell County to receive a home loan under the G. I. Bill of Rights.

In his article, Clyde expressed his appreciation to all who helped him in any way and explained just how the machinery was set in motion which enabled him to close the deal for a nice five-room house in Statesville. Clyde and his wife have a fine baby boy, and we are sure they will all be happy in their new home.

—:—

Our old friend Clyde A. Bristow, who was a "printer's devil" with us many years ago, continues to postcard us at frequent intervals. As his travels in the capacity of truck-driver for the Roadway Express Company take him to various sections of the United States, he usually sends us views of particularly nice scenes along the way. His latest card, mailed April 30th, shows us the picture of the Clement C. Clay Bridge which spans the Tennessee River just a few miles out of Huntsville, Alabama. If

he doesn't stop adding the line "This is one trip you should have been on," Clyde will just have to forget about the sign "No Riders Allowed" on his windshield, for we shall be tempted to take a few days off and invite ourselves to accompany him on one of his long trips.

—:—

William Pegram, formerly of Cottage No. 3, called on friends at the School Wednesday afternoon. William entered this institution, March 2, 1942, and was conditionally released, February 10, 1944. He returned to his home in Polkton, and was employed in a cotton mill in Wadesboro for about four months. Leaving the textile plant, he went to work on a farm near Wadesboro, owned by Mr. William Curlee, and is still employed there.

William stated that he liked his present place of employment very much, and was very fond of Mr. Curlee and his family. He added that he was getting along well, and had been a regular attendant at church and Sunday school ever since going to work there.

This young lad, seventeen years old, was nicely dressed, and the fact that he tips the scales at 181 pounds would indicate that there is nothing wrong with his physical development. We were glad to see "Peg" and trust he will continue to make a fine record.

—:—

Just a day or two ago, William Walker, of Cottage No. 11, showed us a letter that he had received from his brother, Robert, also a former student here, who has been in the United States Army more than three years.

Robert Walker entered the School, February 2, 1932, and was released, January 2, 1935. He was in Cottage No. 9, and worked in the laundry durthe greater part of his stay with us. Upon admission he was placed in the second school grade and had advanced to the sixth grade at the time of leaving. The only information we have on Robert's activities after leaving the School was one progress report, which stated that he was getting along all right.

At the time of a visit to the School, December 8, 1944, Robert was in the Army, and he then told us that for the past three years, the greater part of his service had consisted of overseas assignments. In the summer of 1944, after having spent thirty-two months in foreign lands, he came back to the States, but was soon sent to the Pacific area. He returned to this country shortly before visiting us in December, on account of the serious illness of his father. Robert will be twenty-eight years old next October.

—:—

Mr. C. B. Barber, our budget officer, received another letter from David C. Cunningham a few days ago. This young man entered the United States Army in November, 1942, when he and another student, John Milton Koontz, were inducted into service through the Selective Service Board No. 1, of Concord. They were the first students to go into the armed forces directly from the School campus.

In his recent letter, David stated that he was still in Italy and was undergoing further training for combat duty. At that time he was located quite some distance back from the battlefront. He has been in Italy a little more than a year and has been in combat on two or more occasions. David wrote that he had not heard from his brother, Jesse, in a long time.

Jesse enlisted in the United States Navy in May, 1943, also going into service directly from the School.

David stated that he was getting along all right. As in previous letters, he seemed very much interested in the School and asked many questions about its present activities and sent his regards to friends among the boys and members of the staff of workers. He also asked that a few things, such as steel wool, razor, razor blades and some pictures of scenes here at the School be sent him, and we are glad to report that some of David's friends here have complied with his request.

—:—

Just a few days ago we received a letter from Glenn Wilcox, a former student here, who is now receiving basic training at the United States Naval Training Center, Bainbridge, Maryland. Glenn writes that he likes navy life so far, and that the training he has undergone there was made much easier because of the training he received at the School. He wishes to be remembered to his friends here, and asked that a copy of The Uplift be sent him occasionally.

Glenn entered the School, September 2, 1941 and remained here until May 8, 1944, when he was conditionally released to return to his home in Kannapolis. While at the School, he was a member of the Cottage No. 9 group. His work experiences consisted of employment in the sewing room, on the farm, in the laundry, carpenter shop and printing department. Upon admission he was placed in the fifth school grade, and had been in the seventh grade several months at the time of leaving. His record while at the institution, was very good, and according to progress reports coming from the welfare department, he continued to make good after going back home. Upon recommendation of the superintendent of public welfare, he was given an honorable discharge on March 13, 1945. Plans had been completed at that time for him to enter the Navy. Glenn was seventeen years old on February 23rd.

———:———

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of May 6, 1945

May 6—Fred Holland, Cottage No. 11, 15th birthday.
May 7—James Sneed, Cottage No. 2, 12th birthday.
May 7—Reeves Lusk, Cottage No. 14, 14th birthday.
May 7—Charles Blakemore, Cottage No. 14, 17th birthday.
May 7—Ray Taylor, Cottage No. 10, 15th birthday.
May 7—Kenneth Hankins, Cottage No. 15, 15th birthday.
May 8—Fountain Brady, Cottage No. 13, 15th birthday.
May 8—George Hill, Cottage No. 10, 15th birthday.
May 9—Lawrence Owen, Cottage No. 14, 12th birthday.
May 9—Alton Stewart, Cottage No. 15, 14th birthday.
May 9—William Hammond, Receiving Cottage, 15th birthday
May 10—Rufus Massingill, Cottage No. 13, 14th birthday.
May 10—Robert Lee, Cottage No. 3, 15th birthday.
May 12—Charles Gordon, Cottage No. 13, 15th birthday.

COTTAGE HONOR ROLL

Week Ending April 29, 1945

RECEIVING COTTAGE

Claude Bridges
Charles Brown
Ralph Cranford
Billy Hammond
Connie Hill
Harry Matthews
Charles Reeves
Charles Young

COTTAGE No. 1

Lyndon Barnett
William Britt
William Doss
Edward Hambrick
Franklin Hensley
James Hensley
Robert Holbert
A. J. McCraw
David Prevatte
Clay Shew
Harry Thompson

COTTAGE No. 2

John Allen
Charles Byrd
Walter Byrd
Robert Furr
Donald Kirk
Chester Lee
Howard Manus
Harold McKinney
John McLean
James McMahan
Carlton Pate
Billy Phillips
Hayes Powell
Marshall Prestwood
Jack Ray
Van Robinson
Ralph Stewart
Bruce Honeycutt

COTTAGE No. 3

Charles Allen
James Arrowood
William Brooks
Joseph Case
Herschell Duckworth
Talmage Duncan
Charles Earp
Lenzie Elders
Earl Green
James Graham
Jack Hensley
Emory King
Robert Lee
Samuel Lynn
Jack Oliver
Robert Peavy
Donald Redwine
Clifton Rhodes
Kenneth Staley
Thomas Staley
Paul Wolfe
William Ussery
Theodore Young

COTTAGE No. 4

J. C. Alley
Phill Batson
John Fine
Geter Green
Eugene Grice
Eugene Hudgins
Hobert Keaton
William Lewis
Roy Miller
James Parker
Thomas Ruff
Paul Stone
James Smith
Brady Tew
Edward VanHoy
Leslie Winner

COTTAGE No. 5

Allen Gibson
James Gibson
Patrick Ford
McIver Horne
John Love
George Swink
George Swing
Robert Wilkins
William Wall

COTTAGE No. 6

Arthur Brooks
Robert Duncan
Robert Driggers
Rufus Driggers
Billy Hawkins
Stanford McLean
Jerry Oaks
Leroy Wilkins
James Waters

COTTAGE No. 7

Robert Bradbury
James Knight
Ned Metcalf
Joseph Mitchell
Eugene Murphy
Ray Naylor
Jack Phillips

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Ray Edwards
Liston Grice
Edward Guffey
Richard Johnson
John Linville
James Lowman
Charles McClenney
Leo Saxon
James Stadler

COTTAGE No. 10

Roger Barnes
Thomas Cottrell
Howard Jones
Eugene King
William Lane
Charles Lyda
William Mitchell
Alonzo McGhee
Charles Rhodes

COTTAGE No. 11

Odean Bland
Donald Bowden
George Cox
George Guyton
David Eisenhour
Lee Lockerby
William Lowery
Arlon McLean
Alvin Porter
J. C. Taylor
Marvin Waters

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

William Andrews
Thurman Daniels
David Eaton
Eugene Frazier
Charles Gordon
Rufus Massingill
Walter Neagle
William Whistnant

COTTAGE No. 14

Hugh Cornwell
John Crocker
Howard Hall
Howard Holder
Lawrence Littlejohn
Troy Morris
William Rogers
Bruce Sawyer
Grover Shuler
Jerry Smith
Thomas Styles
Lester Williams

COTTAGE No. 15

Jack Benfield
Harold Coffey
Jack Crump
Robert Flinchum
Jack Green
William Holder
R. V. Hutchinson
Kenneth Hankins
Harold Herman
David Kinley
James Knight
J. B. Ledford
Robert Myers
Hilton Reid
Robert Rivenbark
Robert Summersett
Clyde Shook

INDIAN COTTAGE

Ray Covington
Frank Chavis
Harold Duckworth
Lacy Jacobs
Clyde Lochlear
Leroy Lowery

INFIRMARY

(No Honor Roll)

———:———

You cannot whiten yourself by blackening others.

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THE UPLIFT

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MOTHER OF MINE

Why do I love you, Mother of mine?
Why do I love you so?
With your silvered hair, and your toil-worn hand,
And a form that is bent and slow;
With eyes not too dim to see Heaven's fair land,
And a faith only sainthood can know!
Why do I love you, Mother of mine?
Why do I love you so?

I know that I love you, Mother of mine,
I know that I love you so,
For the way that you guided my toddling steps
In the way that a child should go;
For the way that your faith kept me safe, pure and strong,
And for all that to "Mother" I owe.
That's why I love you, Mother of mine,
That's why I love you so.

—J. H. L. Trout.

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The Uplift

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S. G. HAWFIELD, Editor — LEON GODOWN, **Printing Instructor**

MOTHER

I have worshipped in churches and chapels,
I have prayed in the busy streets;
I have sought my God and have found Him,
Where the waves of the ocean beat.
I have knelt in the silent forest,
In the shade of some ancient trees;
But the dearest of all altars
Was raised at my mother's knee.

I have listened to God in His temple,
I've caught His voice in the crowd;
I have heard Him speak when the breakers
Were booming long and loud.
Where the winds play soft in the tree-tops,
My Father has talked to me;
But I have never heard Him clearer
Than I did at my mother's knee.

The things in life that are worthy
Were born in my mother's breast,
And breathed into mine the magic
Of the love her life expressed;
The years that have brought me to manhood,
Have taken her far from me,
But memory keeps me from straying
Too far from my mother's knee.

God! make me the man of her vision,
And purge me of all selfishness;
God! keep me true to her standards,
And help me to live and to bless.
God! hallow the holy impression
Of the days that used to be,
And keep me a pilgrim forever,
To the shrine at my mother's knee.

—Author Unknown.

MOTHER'S DAY

On Sunday, May 13th, which is the second Sunday in May of this year, we turn again to the day when we reverently pay tribute to the mothers of the nation and the world. The Congress of the United States, by a joint resolution on May 8, 1914, set aside this day when the nation should reverently acknowledge its debt of graditude, love, and devotion to mothers. However, it is not in response to any act of government that we do this, but it is done because of the spontaneous sentiments of our hearts.

This year the observance of Mother's Day assumes an unusual significance in the life of the nation. We now find ourselves at the end of a horrible conflict in Europe that has taken a heavy toll upon the manhood, the womanhood, and the resources of the nation. Indeed, it is a time when both the nation and the world are almost prostrate because of their wounds and sacrifices. This year there will be countless numbers of new gold star mothers, and there will also be that vast multitude of soldier sons who will be absent on this day from their firesides because of the cruelties of warfare.

In the recent proclamation of President Truman calling on the nation to observe this day, he acclaimed the "service rendered the United States by the American mother as the greatest source of the country's strength and inspiration" in this critical hour. Furthermore he urged that "by our prayers, by our devotion to duty, and by evidences of affection, we give expression of our love and reverence for America's mothers."

It would be impossible, of course, to over-estimate the contributions which mothers have made throughout the ages, to civilization. Throughout all times, they have been the benefactors of mankind, not in terms merely of sacrifice but rather in terms of the investment of lives, and never have they stopped to count the cost, nor have they hesitated to pay the price, but rather have they rejoiced in the opportunities that have come to them. Generally, it is all too true that their contributions have been unheralded and unacclaimed, and too often they have been accepted as common-place when they should have been received as the choicest treasures in life.

Someone has eloquently said, "In the shadow of every great man's fame walks his mother." How appropriate it is when any man who has achieved fame and glory, at the same time understands that his

greatest debt of gratitude is to his mother. President Lincoln is reported to have said, "All that I am or hope to be I owe to my angel mother."

"My mother was the making of me," said Thomas Edison; "she was so true, so sure of me; and I felt I had someone to live for; someone I must not disappoint."

"All that I have ever accomplished in life," declared Dwight L. Moody, the great evangelist, "I owe to my mother."

The first act of James A. Garfield after he was inaugurated President was to kiss his aged mother, who sat near him and who said this was the proudest and happiest moment of her life.

At all times it has been true that mothers have toiled and sacrificed with the hope that their own children would have the benefit of priceless opportunities which they never had. In many instances they have deliberately impaired their health and worn themselves out and endured great privations in order to give their children the best opportunities of life. All these things they have done cheerfully and patiently throughout the years, sacrificing many of the things which they really needed themselves for their own joy and pleasure. It is most fitting for everyone on Mother's Day to make a special effort to honor his or her mother. Whether she is living or dead, it is our obligation to honor her as best we can. If it is possible, tell her directly how much she means to you and how much you appreciate all she has done for you; but if it is impossible to do this, then reflect upon the priceless memories of the time when you stood at her knee and listened to the lessons that made you the person that you are.

* * * * * * * *

VICTORY OVER GERMANY

The war in Europe has finally come to an end, and the Allied armies have been victorious once again over Germany. May 8, 1945 will be recorded as V-E Day in the history books.

In September of 1939 the German army under the direction of Adolph Hitler marched into Poland, which was an act of aggression, and thereby plunged the world into the bloodiest conflict of all ages, one that was destined to last for a period of more than 5 years and 8 months.

For several years prior to that event Germany had been training her armies and manufacturing the most modern and most deadly implements of warfare on a vast scale contrary to all the agreements with the other powers of Europe. Through prejudice and hate she had conditioned the minds of her citizens against the nations of the world. She had built up in her people an overwhelming passion to overrun and enslave the peace-loving people not only of Europe but of all the world. Her vast armies were arrayed in all their armor, and in their minds they were contemptuous of the democracies of the world. They alone of all the people in the world yearned for the glories of warfare.

The conflict, a great drama of brutalities and intense suffering, has come to a close, and the armies of Germany have capitulated because they have been overpowered by a superior force. They set out as brutal belligerents to rule the world, and now they find their armies conquered and their own country devastated.

With the war coming to an end, we find ourselves in an atmosphere of thanksgiving and sorrow. Generally, people are not in the mood to burst out with great celebration, because another part of the war is still ahead. There is however, the realization that a great milestone has been passed, and that the world is far on the road to final victory. Probably the most joyful group of all are the happy soldier boys on the battlefields of Europe. This is the day for which they have longed and towards which they have striven through the weeks and months.

Probably the most significant part of this great victory is the fact that the United Nations have been able to muster their forces and mobolize their armies as one great war machine. Under wise leadership they have worked together in a matchless coalition which could not be stopped. It is probably true that we should take greatest pride in the unity which has prevailed among the Allied leaders of the world. Truly, this has been one of the great marvels of the ages.

Another remarkable feature of all, as this vast drama as evolved through the years, has been the vision and the understanding of the leaders who have wrought so well. This applies both to the military and the political leaders of the Allied nations. Among these are the names of Franklin Delano Roosevelt, Winston Churchill, and Joseph Stalin. Each of these men has led his own nation with courage and

an indomitable will. Much praise and honor is due to them. The courageous spirit of Churchill enabled England to carry on in her darkest hour. Franklin Roosevelt, with the vision of a prophet, helped to prepare our nation for the conflict at the critical moment. As we entered the conflict he said, "With confidence in our armed forces, with an indomitable courage, we will conquer the enemy, so help us God." He did his work at a time when the people of the nation hated war and dreaded the thoughts of an impending conflict.

Another significant factor has been the great contribution that has been made by the members of the armed forces. Throughout the war they have faced the enemy with matchless valor and courage. This has been true of the enlisted man in the ranks, whom we call the GI Joe, to the highest ranking general, and our greatest tributes are to those men who have fought on the fields of battle. Some 200,000 have perished and some 400,000 have received serious wounds. We are grateful to them for their sacrifices and we grieve because of the sadness that has come to their families and their friends. Those who are dead have died that we might live. Those who have fought and have endured cold and hunger and untold suffering, and have battled their way in the face of the bitterest kind of opposition, have surmounted all the obstacles of danger and now they are the victors who look forward to the day when they may return to their homeland and resume again their pursuits in peaceful days of living.

For those who have died we have no adequate words to express our thoughts, but we humbly dedicate ourselves anew to the task ahead.

Another important element in the country's efforts in the war has been the work of those who have toiled on farms, in factories, and all places of business, doing their full share to equip the nation to win the war. They have fashioned the sinews of war and by their toil they have furnished the implements that were needed for victory. All who have done their part in this respect are entitled to their full share in the glory.

We congratulate the victorious armies of the Allied nations and we salute them in their great achievement.

An editorial in a recent issue of The Charlotte Observer reads in part as follows:

"The Norwegians had a phrase when their own country was first

invaded and overrun. 'We had rather die on our feet', they said, 'than live on our knees'.

"This is the ultimate resource of hidden power that in every age and in every clime has finally thrown itself without counting the cost against every set of evil men who have dared interrupt the course of progress throughout all history.

"Let it therefore be written into the parmanent archives of our nation's life that when it was called to have this costly rendezvous with destiny in order to preserve the deathless freedoms of men, it moved out to meet its challenge unafraid and unconquerable."

Now we find ourselves facing a common enemy, Japan. The Japanese leaders are now saying they are prepared to fight for 100 years more if it is necessary. The leaders of the United Nations are saying, however, that they expect to crush completely every vestige of Japan's militarism and that they will do it within a comparatively short time.

* * * * * * * *

DEATH OF MRS. JAMES H. HOBBY

Just as this publication was going to press last week, we were saddened by the news of the death of Mrs. James H. Hobby. a former member of the Training School's staff of workers, at the Cabarrus County Hospital, Concord, on Thursday afternoon, May 3rd.

Mrs. Hobby was employed at this institution as teacher and cottage matron from May 7, 1924 until October 1, 1944, at which time declining health made it necessary for her to sever her connection with the School.

The following article appeared in the Concord Daily Tribune, issue of May 4, 1945:

> Funeral services for Mrs. May Mast Hobby will be held Saturday morning at 11 o'clock from the home, 165 South Union Street. Rev. E. S. Summers, pastor of the First Baptist Church, and Rev. Mr. Canipe, of Watauga County, will conduct the last rites and burial will follow in the cemetery of Cove Creek Baptist Church in Watauga County.
>
> The condition of Mrs. Hobby, who had been in declining health for the past eight months, suddenly became critical shortly after noon yesterday and she was rushed to the hospital. She failed to rally and died soon after reaching the hospital.

Born in Watauga County, June 24, 1898, Mrs. Hobby was the daughter of Mr. and Mrs. A. N. Mast. She and James H. Hobby were married in Watauga County on April 28, 1924 and had resided in Concord for a number of years, Mr. Hobby being in charge of the large dairy and dairy herd at the Jackson Training School. The family had resided on South Union Street for several months, after having made their home at the School for many years.

Surviving are the husband and one daughter, Miss Mary Elizabeth Hobby, of Concord; her parents, of Watauga County; five brothers and six sisters: Clinton and Robert Mast, of Sherwood; Fred Mast, of Cleveland, Ohio; Joe Mast, of the United States Army and now overseas, and Ray Mast, of Berea, Kentucky; Mrs. Thomas Taylor, of Boone; Miss Sue Mast, of Cleveland, Ohio; Mrs. Castle Page, of Christianburg, Virginia; Mrs. Raymond Grier, of Battle Creek, Michigan; Mrs. Larry Hunter, of Cass City, Michigan; and Mrs. Frank Cornelius, of Columbia, South Carolina.

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of May 13, 1945

May 13—Fred Ganey, Cottage No. 6, 11th birthday.
May 13—Charles Allen, Cottage No. 3, 14th birthday.
May 14—Charles Lyda, Cottage No. 10, 14th birthday..
May 15—Charles Craven Callahan, Cottage No. 3, 15th birthday.
May 18—Walter Neagle, Cottage No. 13, 14th birthday.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Notes of Interest

By Jack Oliver, 8th Grade

For the past few days it has been cold and rainy at the School. We hope the weather will get better soon so we can play baseball.

"The Iron Major," starring Pat O'Brien, was the title of the picture shown in the auditorium on Thursday night of last week. The boys enjoyed it very much and are looking forward to the next show.

The boys at the school felt very sad last week when they received the news that Mrs. James H. Hobby had died. She had been nice to them and had helped them a lot.

Mr. R. A. Sappenfield visited the school on Thursday of last week. This was the first time he had been back since he left about a month ago. The boys were glad to see him and to know that he was getting along fine.

Lately, the boys have been receiving a supply of peanuts, strawberries, apples and vegetables. They enjoy them very much and think it is nice for the matrons to prepare such good meals for them.

Mrs. C. L. Miller, Jr., one of our school teachers, attended the May Day exercises at Salem College, last Saturday. Her daughter, Betty, had a part in the exercises. We hope that she had a very nice time and enjoyed the exercises. The boys in her class worked on the various forces while she was away.

Mrs. James Kiser Leaves School

By Jack Oliver, 8th Grade

Mrs. James Kiser, a member of the Jackson Training School teaching staff for eighteen months, left the school last Saturday. She was the third grade teacher. She had to leave the school to take care of household duties at her home in Jackson Park. Miss Mary Davis, of Waxhaw, has taken her place in the school room, beginning her duties on May 7th.

The boys in both the morning and afternoon sections of the third grade regret to see Mrs. Kiser go and will miss her very much. We hope she will get along fine and visit the school as often as she can. We will also need some one to lead the singing in Mrs. Kiser's place, for she was a very good singer.

Friday Morning Chapel Program

By Jack Oliver, 8th Grade

The boys all gathered in the auditorium on Friday morning. Mr. Hines read a story entitled "The Story of the World," after which he led us in prayer. The boys of each school group, with the exception of the sixth grade, then sang a number of songs, as follows: First Grade—"The Band." Second Grade—"All the Birds Are Here Again" and "Faith of our Fathers." Third Grade—"Grandfather's Clock." Fourth Grade—"The Church by the Side of the Road." Fifth Grade—"Sweet and Low" and "Drink to Me Only with Thine Eyes." Seventh

Grade —"Old Black Joe." Eighth Grade—"Little Liza Jane" and "It's Me, Oh Loard."

Friday Afternoon Chapel Program

By Charles Allen, 8th Grade

To open the program, Mr. Hines read a story from a book entitled "The Peep of Day." The story he read was "The Storm." Following the reading of the story, he led us in prayer.

The eighth grade boys then sang two songs, "Long, Long Ago" and "Juanita." William Poteat and Gerald Johnson, eighth grade boys, then gave a number entitled "Oh, No, John." Several numbers were then sung by the boys of the other grades, as follows: Seventh Grade—"America." Sixth Grade—"Old Folks at Home." Fifth Grade—Brahm's Lullaby," "Drink to Me Only with Thine Eyes" and "When You and I were Young, Maggie." Fourth Grade—"When the Saints Go Marching In," "The Church by the Side of the Road" and "Beautiful Garden of Prayer." Third Grade—I Wish I Was Single Again." Second Grade—"The Birds Are Here Again" and "Faith of Our Fathers." First Grade—"This Is the Way We Do It."

Everyone enjoyed this program very much.

Famous Paintings

By John Allen, 8th Grade

The eighth grade boys have started a study of famous paintings by different painters. Some of these paintings refer to the life of Jesus Christ, the coming of spring, famous men, and many interesting and beautiful things.

In the religious line of paintings we have pictures on the birth, preaching, crucifixion and resurrection of Jesus.

Other paintings that we are studying about are by such painters as Rembrandt, Sir Joshua Reynolds, Benjamin West, Da Vinci, Watts, Riviere and Dupre.

Some of our favorite paintings are "The Nativity," "The Baptism of Jesus," "The Resurrection," "The Boy Samuel," "The Boyhood of Sir Walter Raleigh," "The Gleaners," "The Angelus," "King Arthur," "Sir Galahad," "David and Goliath," "The Last Supper" and many more.

In our study of these pictures we try to learn the name of the painting and the painter.

Peep of Day

By John Allen, 8th Grade

We are now reading a book in our daily devotion entitled "The Peep of Day." The stories are taken from the Bible, and some of them are the author's opinion of God and His work. We don't know the author of this book, but we do know that the same author has written "Line Upon Line," "Precept Upon Precept," etc.

This book contains stories about the birth of Jesus and how he lived and died for us. We are thankful for the stories and poems in the book. We treasure it and read from it every day.

More Boys Are Released

By Leonard Bradley, 8th Grade

Recently, some boys were released from the Training School to go to their homes. The names of these boys and their homes are as follows: Hubert Smith, Wilmington; Thomas Ruff, Gastonia; Thurman Daniels, Golds-

boro; Edward Britt, Eagle Springs; Odell Cecil, High Point; Robert Hensley, Marion; McIver Horne, Laurinburg; James Gibson, Gastonia.

These boys made fine records while at the School, and we hope they will keep on making better records out in life.

Visitors

By Thomas Stallings, 8th Grade

On Thursday, May 3rd, four students from Winthrop College, Rock Hill, South Carolina, visited the Training School. These young ladies are majoring in sociology and are therefore particularly interested in social problems and welfare work.

They seemed very favorably impressed by the good behavior of the boys and by their different work experiences at this institution. They visited several of our school rooms. Under the guidance of Superintendent Hawfield, they made a tour of the campus, visiting the printing department and other work shops. These young ladies were pleased with the attractive appearance of the grounds, and some of them said that it was "just like going about a college campus."

Mr. Greene, from the welfare department in Charlotte, accompanied these young ladies on their visit to the School. We were glad to have them visit us and hope they will be able to come back to see us some time in the near future.

B. T. U. Meeting—Junior Group I

By Donald Redwine, 3rd Grade

To begin the program, we sang two songs entitled "Others" and "When the Saints Go Marching In." The roll was then called, and we sang two more songs. These songs were entitled "When They Ring Those Golden Bells" and "There Is Power in the Blood."

After the singing, Bruce Sawyer read a story, and Mr. Puckett led us in prayer. Two more stories were then read by Mr. Puckett, and then he took our Bible readings for the week. We had some sentence prayers, and then we were dismissed.

B. T. U. Meeting—Intermediate Group

By Kenneth Staley, 8th Grade

First on the program, we sang the following songs: "Shall We Gather at the River," "Where the Gates Swing Outward Never," "Follow On," "The Touch of His Hand on Mine," "The Rock That is Higher than I" and "To the Work." Then we had sentence prayers by some of the boys. Our guest for the afternoon was Mrs. Gwaltney.

The program was as follows: (1) "A Study in Greek," by Jack Gentry; (2) "Views of Baptism," by Jack Benfield; (3) "Protestant," by Ned Metcalf; (4) "Baptists Are Not Protestants," by Kenneth Staley; (5) "The Baptism of Jesus," by Gerald Johnson.

After a discussion on the lesson, we were dismissed.

B. T. U. Meeting—Junior Group II

By Jack Oliver, 8th Grade

Mr. Beck was late from some reason, so the group sang songs until he arrived. Some of them were: "The Church by the Side of the Road," "The Beautiful Garden of Prayer," "The Way of the Cross Leads Home" and

"Others." Mr. Hines then called the roll.

When Mr. Beck arrived, the boys read their parts as follows: (1) "A Teacher Points His Pupils to Jesus," by Earl Greene; (2) "He Findeth His Own Brother," by Theodore Young; (3) "Bringing a Friend and Neighbor," by Robert Helms; (4) "A Story Jesus Told," by Troy Morris; (5) "Jesus Invites Today," by William Walls.

Mr. Beck then made a talk, and Herschell Duckworth assigned parts for the next week's program. The group then went into the auditorium, where they sang songs. We are very grateful that Mrs. Gwaltney could come out and play for us. Mr. Hines then dismissed the groups to go to their various cottages.

Eighth Grade Science Study

By John Allen, 8th Grade

In our eighth grade science study, recently, we have been studying about a unit entitled "Of What Are Things Made?" We have learned that every thing known (such as wood, paper, iron, alcohol, water, etc.) is made up of smaller elements.

Almost every known food or medicine or other things, whether solids, liquids or gases, have formulas of whatever elements they are made. For an example of this we will take the simple formula for water. As most people have learned in science about formulas will know, the formula for water is H-2-O. This means two parts of hydrogen and one part of oxygen. These two elements are gases. They, in turn, are made up of smaller parts called atoms, which are made up of smaller parts of electrical charges called protons and electrons.

We have learned that even the things that we eat are made up from all of these things. Sugar is made up of carbon, hydrogen and oxygen. Its formula is C-2 H-22 O-11. These things are made up in turn by atoms which are made up of electrons and protons.

It is very easy to see now that all things are made up of things that are unbelievable.

We have learned very much in this study, and we have found out things that we did not know before. In fact, in our study throughout the entire book, we have learned very many things that were unknown to us before reading and studying the book.

We are nearnig the end of the eighth grade work, and we hope that when we get in the ninth grade, we can learn some more about science and health.

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Youth fades, love droops,
The leaves of friendship fall,
A mother's secret hope
Outlives them all.

—N. P. Willis.

MOTHER'S DAY

By Bert C. Brown

"Mother"—the sweetest name in the human language, and the name on which is laid the foundation of a great nation! When our pilgrim fathers came to Plymouth, hundreds of years ago, on the Mayflower, they brought their wives and mothers of this great nation, It is today a nation whose people believe in God and prayer. We trust it will always be so. Those wives and mothers of the Mayflower set about their many tasks with a faith in Almighty God, and in order to perpetuate this faith, and their own God's influence on the generations to follow, they instituted their altars of worship, for the entire family, in their humble homes, and they thus dedicated their lives and their homes first of all, to Almighty God!

It is a pleasant reflection, this coming Mother's Day; on Sunday, May 13, to think back over the simple, yet wonderful faith of those devoted pilgrims, from which many of us can trace our lineage. It is wonderful how they looked forward to creation that would some doy be a great light in the world of nations; and it is truly marvelous that the ideals of those Mayflower Mothers have been fulfilled by the will of God!

Did you ever stop to think of what this nation might have been, had it not been built upon such a solid foundation? If it had not been for Mothers like these, your ideals and my ideals might not be what they are today; therefore, it is fitting that we as a nation, the United States of America, set apart Sunday, May 13, as a day of reverence for Motherhood.

Anna Jarvis conceived the idea of a Mothers' Day, and it was largely through her untiring efforts that one day has been set apart, each year, for the celebration of the great ideals and standards for which your Mother stood and to reverence her sweet memory, while we draw ourselves near to that precious shrine, and here examine our own minds and hearts. Would Mother approve of our lives, as we live them each day? With a world at war and the casualty lists mounting, we pause to pay tribute to the sweetest name in all history—Mother!

In the words of Joaquin Miller, here is a lovely tribute to Mother.

"I see her now—the fairest thing
That ever mocked man's picturing,
I picture her as one who drew
Aside life's curtain and looked through
The mists of all life's mystery,
As from a wood to open sea.
The soft wide eyes of wonderment
That trusting, looked you through and through;
That sweet arched mouth. The Orient
Hath not such pearls in all her stores;
Not all her storied spice-set shores,
Hath fragrance such as it hath spent;
I picture her as one who knew
How rare is truth to be untrue—
As one who knew the awful sign
Of death, of life, of the Divine
Sweet pity of all loves, all hates,

Beneath the iron-footed fates!
I picture her as seeking peace
And olive leaves and vine-set land.
While strife stood by on either hand,
And wrung her tears, like rosaries!
I picture her in passing rhyme
As of, yet not part of, these—
A woman born above her time,
A woman waiting in her place,
With patient pity on her face!
Her face, her earnest baby face;
Her young face, so uncommon wise,
The tender lovelight in her eyes
Two stars of Heaven out of place,
Two stars that sang as stars of old,
Their silent eloquence of song,
From skies of glory and of gold
Where God in purple passed along
That patient baby face of hers,
That won a thousand worshippers!
That silent pleading face, among
Ten thousand faces, just the one
I still shall love when all is done,
And life lies by, a harp, unstrung
That face like shinging sheaves among;
That face half hid, mid sheaves of gold
That face that never can grow old
And yet has never been quite young!

How this world cherishes the sacred name of Mother—patient, gentle and kind—a living sacrifice of human righteousness, Mother, always on her job night and day! We will always think of you, Mother!

PICTURE OF MOTHER

A picture I see of a beautiful face
Reflecting an image of heavenly grace;
A gift of the highest and sacredest worth
That ever God gave to his people on earth.
A picture which shows many traces of care,
And yet an expression of sweetest love is there.
The works of the rarest and loveliest art;
A picture of Mother that's framed in my heart.
No time can efface this picture I see,
Each day it grows dearer and nearer to me;
And though she has crossed to her Haven of Rest,
Sweet memories of Mother lie wrapped in my breast.
No artist can paint me a picture so fair—
It takes a true mother, her love, faith and prayer.

—Tessa S. Webb.

MOTHER'S DAY

By J. W. Hines

On Mother's Day we should consider many things that we owe to our mothers. The day should be one on which we ought to think of the many things we can do for our mothers. One's best friend is his or her mother. Blest, indeed, is anyone who has a living mother. No sadder thing is there than to see one wearing a rose of white on Mother's Day.

I shall consider the subject as threefold—the love of mother, the respect toward mother, and the duty toward mother. We know that the mother loves with an undying love. Others may forsake us, but Mother is ever the same. Some of the world's greatest outcasts have been touched deeply by the fact that in their disgrace, shame, and degradation their mothers have sent them word that they were praying for them and that they still loved them.

The world's greatest leaders have recognized their mother's love. One great President said "All that I am, or hope to be, I owe to my angel mother." John Q. Adams said, "All I am, my mother made me." Alice Carey said, "In memory mother stands apart from all others, purer, doing more, and living better than any other person." Frances E. Willard said, "Mother! Her love and mindfulness have never failed me. I am as sure to have them as I am to have the sunshine, the air to breathe, or God's mercy." Mr. Studebaker, one of our most prominent Americans, said, "My mother is my best friend." The mother's love is a tender, true, and forceful love. George Cooper said,

"Hundreds of stars in the pretty sky;
Hundreds of shells on the shore together;
Hundreds of birds that go singing by;
Hundreds of bees in the sunny weather.
Hundreds of dewdrops to greet the dawn;
Hundreds of lambs in the purple clover;
Hundreds of butterflies on the lawn;
But only one mother the wide world over."

The second thing to think of on Mother's Day, as I have already mentioned, is respect for mother. It is she, who in childhood, sends us to church, school, and play. It is she who is always caring for us. It is she who teaches us our first prayer. Dwight L. Moody had great respect for his mother. Once after an evangelistic trip of many years, he came home again. He said, "Mother, sing me a song as you did in childhood tonight before I go to bed, kiss me, and let me pray the little prayer 'Now I lay me down to sleep, I pray the Lord my soul to keep. If I should die before I wake, I pray the Lord my soul to take'." Then he told his mother to help him get ready for bed, to tuck the cover around him, and to blow out the light. He respected his mother, and he showed her the appreciation he had of her kindness and helpfulnes in his childhood days.

In all the world, go where you will,
You'll never find another,
Who'll stick to you through good or ill.
And love you like a mother.

In all the world where'er you roam,
With sister, wife, or brother,
You'll never know so sweet a home,
As that made by mother.

In all the world though wealth command,
For you the work of others;
You'll never find a pair of hands,
To toil for you like mother's.

In all the world, although you should
In riches nearly smother;
You'll taste no cooking half so good,
As that prepared by Mother.

In all the world, though friends are sincere,
And more to you than brothers;
You'll never for a moment hear
A voice so kind as mother's.

In all the world, although you break
The tender hearts of others:
There is no heart can ever ache
For you as much as mother's.

In all the world, though you create
A pleasure for another;
You can give none a joy so great
As you can give to mother.

In all the world, although a wife
May you in goodness smother;
There's none who'll sacrifice a life for you
As quick as mother.

In all the world, though you in bliss,
May soon forget another;
There's no one whom you will miss
When she is gone, like mother.

We ought to do our duty toward our mothers while they are living. They can't smell the fragrant lilies and carnations when their eyes are closed in death. One of the great Americans of present day goes to see his mother every morning as he goes to his office. In case he cannot possibly go, he writes her a letter and says, "You are the grandest mother on earth." The night after one president's inauguration, he went to his mother's grave in a country cemetery and placed a wreath of flowers on the grave. He remembered his duty to his mother.

She always learned to watch for us
Anxious if we were late.
In winter by the window
In the summer by the gate.

And though we mocked her tenderly
Who had such foolish care.
The long way home would seem more safe
Because she waited there.

Her thoughts were all so full of us
She never could forget
And where she is, I think, today
She must be waiting yet.

Waiting for us to come home to her
Anxious if we are late
Watching from Heaven's window
Waiting at Heaven's gate.

MOTHER'S LOVE

By Rev. J. Charles MacDonald

Memory is a sacred thing. Especially is this true when it has to do with Mother. One of the most wonderful memories of Mother is this—she would never let go. When others failed us, she continued to put her trust in us. Her love was an enduring love. How we thank God for this.

The story is told of an angel who stole out of heaven and came to earth one bright sunshiny day. He traveled everywhere, and as the sun was sinking in the west, prepared for his flight heavenward. He wanted to take some memento of his trip to earth back with him. He selected a beautiful rose, a child's pure smile, and a mother's tender love, and with these three treasures winged his way to the gate of pearls. When he arrived there he found that the flower had faded, the smile had vanished, but the mother's love shone in all its pristine beauty, and with that pressed to his breast, he swept into the city shouting that the only thing he had found that would hold its fragrance from earth to heaven was a mother's love. Yes, a real mother's love is enduring. That is what Kipling meant in the following words:

"If I were hanged on the highest hill,
Mother o' mine, O mother o' mine;
I know whose love would follow me still,
Mother o' mine, O mother o' mine;
If I were drowned in the deepest sea,
Mother o' mine, O mother o' mine;
I know whose tears would come down to me,
Mother o' mine, O mother o' mine."

How much more wonderful is a mother's love when it has as its foundation the Savior's love. Every mother should be a Christian mother. Her task is too difficult to do alone. Oh, that every son and daughter could say of their mother:

"O mother, when I think of thee,
'Tis but a step to Calvary.
Thy gentle hand upon my brow,
Is leading me to Jesus now."

I love to feel that in heaven above
The angels whispering to one another,
Can find among their burning words of love
No name so beautiful as that of mother.

—Edgar Allen Poe.

PROUD OF HIS MOTHER

(Selected)

There was once a boy who was very proud of his mother; so proud in fact that he attracted more than ordinady attention. The boy had been in college and was about to graduate. He wrote back to the old home and insisted that his mother come to the graduation exercises; in a few days he received a reply saying that his mother had no clothes for such an occasion. All her dresses were nearly worn out and faded and it would be impossible for her to be present for that reason.

The boy wrote back immediately that she must come; there was no alternative; her clothing didn't matter; she must come.

Graduation day came, and the happiest boy in the class was he, who had insisted that his mother come for his graduation. The mother made the trip to the college, believing she could find an inconspicious place in the auditorium where she perhaps would not be noticed. But instead of allowing his mother to sit in the shadows under the balcony, the proud youth, led her to one of the best seats, where she would be comfortable and hear the program. It was the happiest moment in his young life to see his dear mother there in the audience; her brow was wrinkled and her face was tanned; she showed every evidence of having had hard work, and he knew that she had saved and slaved that he might attend the school.

The mother had never been in a place like that before and she listened attentively. But tears came to her eyes when she heard her boy's name read to give the class valedictory. The president stepped forward and pinned a badge on the boy's coat for high scholarship. The boy looked at it a moment, then rushed down the aisle where his mother sat, and pinned the badge on her faded dress, and he kissed her fondly and tears also dimmed his eyes.

Any boy with that kind of pride will be an honor to his country. He gave due credit where credit belonged, and that is a great thing in life. The lesson in the story should make every boy realize that gratefulness is one of the greatest things in life.

A TRIBUTE TO MOTHER

There is one great journey in this life and one only. It starts with the cradle and ends with the grave.

The greatest word is God. The deepest word is Soul. The longest word is Eternity. The swiftest word is Time. The nearest word is Now. The darkest word is Sin. The meanest word is Hypocrisy. The broadest word is Truth. The strongest word is Right. The truest word is Love. The sweetest word is Home. And the dearest word is Mother.—Selected.

A PRESENT FOR MOTHER

By Margaret Warde in The Young Crusader

"I've got a present for my mother in here," said Janey Ware proudly, patting a slim package tucked under her arm, as she passed the yard where Alice Morrow and Peggy Day were playing.

"Oh, let's see it!" begged Alice; "I'm just going to give my mother flowers—either yellow roses or pink carnations—depends on how much money I still have in my bank."

Carefully Janey had opened the package, and now held it out for the girls to see.

"Oh, oh!" cried Peggy. "A silver sugar spoon! How'd you ever have money enough saved to buy it?"

"Daddy helped me some," confessed Janey.

Just then Jean Crandall came skipping around the corner. "Hello Jean," called the three girls.

"Hello," replied Jean "Oh, let me see—oh, a beautiful spoon. Is there going to be a wedding in your family, Janey?"

"It's for my mother on Mother's Day," explained Janey. "And Alice is going to get flowers for hers.—"

"Roses or carnations from the greenhouse," broke in Alice grandly.

"I've ordered violets especially for mine," put in Peggy. "They cost an awful lot!"

"What are you going to buy for your mother, Jean?" demanded Janey.

"I—I think—I haven't decided yet," stammered Jean. "It's next Sunday, isn't it? Why, that's tomorrow. I'll have to be thinking. Good-bye!" And Jean hurried off, blinking her eyes fast.

The other three looked after her. "I should think she could get something!'" said Janey. louder than she should, for the wind carried the words on to Jean. The tears she had blinked back just wouldn't stay.

But Jean brushed them away. "I want to get my mother something lovely, but I haven't any money," she thought. "I gave all that I had earned to mother to help on Joey's sickness. And I haven't a father to help me!"

All the way home, and while helping with the Saturday's cleaning, Jean thought and thought and thought of what she could get for her mother. She was almost ready to cry again, when she suddenly had an idea. She ran out of the house and down the road, then up the hill where the houses stopped and the woods began. She looked anxiously to the right and left. Nothing there but pussywillows, now too big and polleny to be worth picking. But as she looked around the curve at the top of the hill, there was her present—a lovely foam of wild plum blossom. "Oh, you darlings!" cried Jean, and ran to pick a great armful, mostly buds, so the white petals would stay on till tomorrow.

Very early Sunday morning Jean ran softly downstairs to put her bouquet at Mother's place on the breakfast table. "With loving thoughts," she wrote on a bit of rosy pink paper that matched the color at the center of each flower.

And mother wore a feathery spray of the plum to church that day! "I felt so grand," she said, "when every-

body admired my flowers. They were the prettiest flowers I saw! And what you give with 'loving thoughts,' Jean, is better than anything money can buy. That's the kind of present that gives Mother's Day its meaning."

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MY MOTHER

My mother, she's so good to me
If I was good as I could be
I couldn't be as good—no, sir—
Can't anybody be as good as her!

She loves me when I'm glad or sad;
She loves me when I'm good or bad;
An' what's a funniest thing, she says
She loves me when she punishes.

I don't like her to punish me—
That don't hurt but it hurts to see
Her cryin'—'nen I cry, and' 'nen
We both cry an' be good again.

She loves me when she cuts and sews
My little cloak and Sunday clothes;
An' when my Pa comes home to tea,
She loves him 'most as much as me.

She laughs and tells him all I said,
And grabs me up and pats my head
An' hug her, an' hug my Pa
An' love him purt' nigh as much as Ma.

—James Whitcomb Riley.

IDEALS

Adapted from an Address by Charles H. McLaury

In order to attain success in life, a person must have a definite goal. The end to be sought when expressed in a single word is an ideal. This word means originally something seen, and then from that a standard of perfection. It is very old and goes back to the ancient Greek, coming from the same root and having much the same meaning as idea and idol.

No one does much climbing without an object. If we were standing at the foot of some high mountain and wished to see the beautiful sights from the summit, that desire would, for the time, be our ideal.

The pupil finds himself in school because he has an ideal. His first day's attendance probably came about because of his parents' wishes. Soon the pupil has a desire to read. That was one of his early ideals. Then he began to climb. As he did so, his ideal enlarged; there came a desire to take up other studies. Very likely he did not know just why, except that others were doing it and he wished to accomplish as much as his companions. Meanwhile the ideal kept growing. The young student began to think about college, and what he would do in manhood. That is the beauty of an ideal. It grows as you do. A young pupil in the elementary grades usually looks upon those who are being graduated from high school and going to college as some superior beings. He begins to hope to do as much, but it seems like an overwhelming task. The student keeps his eyes focussed on his ideal, and, as time goes on he finds that he has been able to do as he planned. Attaining manhood, he finds that his ideal has gone on ahead and is beckoning him to follow.

There are two ways for us to climb. We may either climb up or down, hence it is necessary that our ideals be high and worth working for. An ideal is like a magnet; it pulls. Therefore, if it be a worthy one, it helps us up; if not, it drags us down. This thought may be illustrated by a horseshoe magnet. Place it near a nail, and when held close enough, it lifts the nail. The nail feels the pull and when the magnet is near enough, it lifts the nail to itself. But there must be something in the nail that responds to the pull of the magnet. If we use the same magnet and try the same thing with a piece of rubber, brass or wood, there is no action. These articles are not composed of materials that respond to the force of the magnet. Here is an instance where the object may be made of the proper material, but there may be some hindrance. Take the same magnet but use a very rusty nail rather than a bright new one. It has in it the same material, but when the magnet is applied the result is different. At first it seems to be affected the same as the new one, but if the experiment is carried a little further a vast difference will be noted. Pick up both the old and the new nails, and then shake the magnet. We shall see that the rusty nail is easily shaken off, while the bright new one clings to the magnet. If we stop a moment and examine the two nails, we realize that the rusty nail did not get that way all at once, but it was a

gradual process. So we have seen many boys with fine brains, with good physical powers, with splendid chances, who started out with fine ideals, but little by little the ideal lost much of its grip until the boy who might have been so much, grew to a man who was dull and coarse—he had rusted.

It may be readily seen that in at least one important particular, the illustration does not illustrate. Inanimate, lifeless things were used to show a lesson in regard to human beings with will-power and brains. The nails are dead. They have no action of themselves. They cannot get within range of the magnet. They must wait for the magnet to act upon them. But we are given the power to act for ourselves. An ideal may get hold of us, but we may do much to put ourselves into to the field of this ideal. We may study and think and work until we have an ideal. With human beings the force works both ways, the ideal grips us and we grip the ideal.

To all boys I will say right here that an ideal is a growing thing. For the moment get your mind on a large beautiful tree you see every day. That tree did not spring up overnight. Someone planted it and cared for it and each day it became stronger and more beautiful. That's what a boy can do each day—plant and cultivate an ideal while he studies and plays, when he is on the street or at home. To be sure, he doesn't know just how it is going to work out. He may become an inventor, tradesman, lawyer, doctor, musician, teacher, farmer or anything else useful. The line of work doesn't matter, it's how he does it that counts. Sometimes I meet a young man who says he is in business with his father. Now certainly it ought to be a fine idea for anyone to fit himself so that he can successfully carry on the business his father started. But sometimes I feel like asking the young man whether he is there because his father really needs another man and his son is better fitted than anyone else to do the work or whether no one else wants the son and father has to take him.

As we watch a group of boys playing, it may be noted as the game goes on, some boys play the game fairly, even though they seem to lose something by it, and we say to ourselves those boys have noble ideals and will play the game fairly when they get out into the world. They will be men who may be trusted with big things. And then we see others who are taking every dishonest advantage possible, and we immediately come to the conclusion that those boys, if they continue, will be the grafters, and dishonest merchants, and fake doctors, and crooked lawyers a few years from now. When failure and disgrace come to them, as they surely will, they will tell of their hard luck, forgetting that they have failed to follow some worthy ideal.

When boys keep their minds on a lofty ideal, play fairly and squarely, and give their best efforts to their studies and work, they are bound to attain success. As we see them at the top in their respective vocations or profession, we recall that line of Virgil which we read years ago: "They can because they think they can."

THE STRANGER AMONG THE INDIANS

By Mabel Powers in Boy Life

One day many years ago, Explorer Kohl was wandering around Lake Superior when he discovered an Indian hut. Approaching the door, he saw an old squaw eating her last bit of porridge. She had one handful of meal left, and seeing the stranger, cheerfully threw it into the pot for him. When asked if she had no fear for tomorrow's meal, the woman said, "I pray well and easy. I know Great Spirit send me something at right time, even if I know not how it come." The explorer had a supply of meal, and the next day the old Indian woman's faith was confirmed when a sack of meal sat at her door.

There is an old Iroquois saying, "If a stranger wanders about your abode, welcome him to your lodge, speak to him with kindness, and forget not to mention of the Great Spirit."

An Indian will give his last bit of corn cake or deer meat to the stranger at his lodge door. A stranger has a claim to hospitality, for he is far from home. No matter how great the scarcity of food, so long as there is any in the lodge, the visitor receives his share without grudging. None are poor as long as any have enough. It is a tribal dishonor to have food in one's lodge and anyone hungry at the door. Such hospitality as Indian life affords is given freely to strangers.

The early pioneers discovered that Indian women were the dispensers of hospitality. Whenever a friend or stranger entered, the woman of the lodge would place before him a dish of hominy or soup, and he would be invited to eat. The kind of keeper of the lodge would be surprised and offended if he did not accept her hospitality. It made no difference at what hour of the day the stranger came, the pot of hominy, like the miraculous pitcher and the widow's cruse of oil, was ever full and ready to serve.

This simple hospitality never seemed to burden anyone. By observing this law, there was no hunger or destitution. A relative could claim home with his kindred as long as he wished, and it seemed that the more one gave the more one had. The spirit of the law was kept perfectly. Each wanted to give as much in return as he had been given in food or service. Bread cast upon the waters in faith, always did return in increased fold.

An Indian is never in search of an excuse to avoid giving. He freely supplies his neighbor's needs from his own stock, prepared for his own use. When Major Long's party visited Kansas in 1819, this report was given: "The Indians invariably supplied us with the choicest pieces of food before they attempted to taste it themselves. We had bison meat, soup, hulled corn, pumpkins, muskmelons, and watermelons."

No one can deny the natural goodness of the Indian. Their lodges are open day and night to each other, and to strangers and wayfarers. No

one comes hungry to an Indan lodge and is not fed, or supplied with other needs. There is always room for another, and an extra pair of moccasins always hangs on the wall.

———:———

THE MOTHER'S HYMN

Lord, who ordainest for mankind,
Benignant toils and tender cares,
We thank Thee for the ties that bind
The mother to the child she bears.

We thank Thee for the hopes that rise
Within her heart as day by day,
The dawning soul, from those young eyes,
Looks with a clearer, steadier ray.

And grateful for the blessing given
With that dear infant on her knee,
She trains the eye to look to heaven,
The voice to lisp a prayer to Thee.

Such thanks the blessed Mary gave
When from her lap the Holy Child
Sent from on high to seek and save
The lost of earth looked up and smiled.

All-Gracious! Grant to those who bear
The mother's charge, the strength and light
To guide the feet that own their care
In ways of Love and Truth and Right.

—William Cullen Bryant.

LAST SUNDAY'S SERVICE

On Sunday, May 6th, Rev. Oren Moore, Jr., pastor of the McKinnon Presbyterian Church in Concord, preached to the boys at the Training School. This was Mr. Moore's second visit with us, and all the boys were greatly pleased with his message.

As a basis for his talk Mr. Moore read several verses from the second chapter of Revelations, beginning with the 10th verse and reading through the 12th. He used as a text a part of the 11th verse, which is as follows: "He that hath an ear, let him hear what the Spirit saith unto the churches."

Mr. Moore talked to the boys about being heroes. He explained that in the world today there are multitudes of heroes because of the war now raging throughout the world. He explained that at one time when an army landed on one of the beach-heads the general of the army was asked if he had any heroes, and his answer was that they were all heroes.

Mr. Moore then told the boys of the Hall of Heroes. On the first floor there were placed memorials for the heroes of battle. Some mentioned were Leonidas, Lord Nelson, and Horatio. This was described as one of the important halls in the building, but it was explained to the traveler by the guide that some day men will beat their swords into plow shares and their spears into pruning hooks.

The second hall in the building was dedicated to the heroes of the Lonely Way. Memorials there were for the men who have pioneered in the history of the world, men who pushed their way across the burning deserts or across the trackless seas or through the untraveled forests. Among these are Columbus, Magellan, and Marco Polo.

The third floor of the building was dedicated to the heroes of truth. Here there were memorials to those who lived when errors were powerful and when knowledge was imperfect. Among these were Stephen the Apostle and Margaret Wilson.

On the top floor of the great Hall of Fame there were memorials to the heroes of love. Among these the name of Christ stood out above all others, and it was explained that there is no love greater than this—that a man lay down his life for his friends.

The speaker then explained to the boys that each one of them can win a place as a hero in one of the halls. He can have his name inscribed wherever he chooses if only he is willing to pay the price

---

MOTHER'S FAITH

Because of your strong faith, I kept the track,
Whose sharp-set stones my strength had well-nigh spent
Because you would not yield belief in me,
The threatening crags that rose, my way to bar
I conquered inch by crumbling inch, to see the goal afar

—Aldis Dunbar.

NEWS OF FORMER STUDENTS

We recently learned through the welfare department of Alamance County that Leonard Stinson, a former student at the School, has been in the United States Army since November 14, 1941. We recall Leonard as just a little fellow in Cottage No. 2, who was employed for a while as office boy and then acted as errand boy for several of our outdoor groups. He was a good-natured youngster, who managed to get into plenty of mischief and have a lot of fun wherever he went, but could not really be classified as a bad boy. Leaving the School, November 10, 1931, he went to live with relatives in Burlington, where he remained until enlisting in the Army. He is now twenty-eight years old.

—:—

Clyde A. Bristow, who was a member of our group of youthful printers about eighteen years ago, called at The Uplift office last Monday afternoon. This young man, who is now thirty-three years old and tips the scales at more than two hundred pounds, has been employed as truck driver for the Roadway Express Company for more than twelve years.

Clyde is the proud owner of a brand new International K-7 tractor and a Fruehauf trailer, with a capacity of twelve and one-half tons, which he leases to the company for which he is working. He made this purchase about a week ago, driving it back from Akron, Ohio, to Winston-Salem, where he makes his home. Clyde stated that he made the trip in sixteen hours. As he pointed out to us all the fine points of the new tractor and trailer, which is equipped with burglar alarm and many other modern improvements, it was quite evident that he was proud to be the owner of such a fine outfit.

In the course of our conversation with this old friend, we learned much of various sections of the country through which his duties require him to travel, as he is able to describe them in an interesting manner. Then, too, he quite frequently sends us post cards of outstanding scenes along the way, which enable us to keep in pretty close touch with his activities.

When it comes to being proud of something, this big fellow really gets into high gear when he starts talking of his family, which consists of his wife and three children, Clyde, Jr., aged four years; Sylvia Jean, three years old, and Douglas Arthur, a six-months-old baby. He showed us a number of pictures of them, and we could readily see that his pride was fully justified.

For several years, Clyde has been a regular subscriber to The Uplift, and whenever his travels bring him to this vicinity, he never fails to stop in for a brief chat with some of the old-timers in the School's official family, who knew his as a youngster here. He said: "Sometimes, when I'm feeling a little blue, a visit to the old school seems to chase the clouds away. It's just like making a trip back home."

It is a source of great pride to see one of our old boys go out and make good in the business world, as Clyde has done, and we congratulate him upon the success he has thus far attained, and trust that he will continue to do well. We are always delighted to have him stop in to see us, and hope

he will look us up whenever he may be traveling through this section.

—:—

Albert Goodman, formerly of Cottage No. 11, visited the School last Monday. He is now in the United States Army, having enlisted August 5, 1940, and has served thirty months overseas. After receiving basic training at Fort Benning, Georgia, he spent some time at Fort Bragg and at Fort Dix, New Jersey. Landing in North Africa in December, 1942, he served with the invasion forces as a member of the Sixth Armored Infantry, First Armored Division, which at that time was under the command of Lt.-Gen. George S. Patton, Jr. Albert stated that he spent some time at Casablanca, and then went into combat in Tunisia. At the famous battle of Kasserine Pass, he received a leg wound. This occurred on what is known as Hill 609. The wound was not very serious, due to the fact that the bullet was pretty well spent when it struck, and after thirty das in the hospital, he returned to combat duty.

During the last few days of the African campaign, Albert stated that the 88 mm shells used by the Germans were flying thick and fast, and that one exploded a short distance from him. While he was not struck by any of the fragments, the concussion caused a terrible shock, blowing him a distance of several yards, and rendering him unconscious. He was taken to the 21st General Hospital at Oran, a city in Algeria, where he remained for about three months. He was then reassigned to a non-combat outfit in Naples, Italy, where he was employed for a time as driver of a mail truck. About seven months later he returned to the United States, arriving in New York City, April 28th.

In a few days he was sent to Fort Bragg, where he obtained a furlough to visit his home in Gastonia, where he had to get acquainted all over again with his little boy, whom he had not seen for about two and one-half years.

Albert's uniform was pretty well decorated with service stripes, ribbons and badges. We may have missed some of them, but as near as we can remember they were: Purple Heart, Bronze Star, Infantry Combat Badge, American Theatre Campaign, Good Conduct, Pre-Pearl Harbor and a Ribbon with Three Stars, denoting major engagements in the Mediterranean Theatre.

Like most of the returned veterans, Albert seemed rather reluctant to talk of his activities overseas, but we did manage to learn that he had been in a number of exciting engagements, and was fortunate enough to escape from some tight places. He was most enthusiastic in praising those gallant lads—the G. I. Joe's—who handed the arrogant Germans such a sound beating.

One thing that impressed us was Albert's description of the manner in which the doughboys received the distressing news of President Roosevelt's death. He said he was in a mess hall in Naples at the time, where more than 2,000 hungry soldiers had assembled for breakfast. A few newspapers, carrying large headlines telling of the passing of their Commander-in-Chief, were passed around. At first, the boys could not seem to believe it, but when they realized that the report was true, practically all of them left the tables without eating a

bite of breakfast, and many of them were in tears. Albert said that he had never seen such an air of depression as was caused by the sad news.

After having dinner at Cottage No. 9 and calling on a number of acquaintances in other sections of the campus, Albert returned to Gastonia, where he expected to meet his brother, who was arriving home that night, after spending quite some time overseas as a member of the United States Navy.

Albert Goodman entered the Training School, May 17, 1937 and was permitted to return to his home in Gastonia, December 24, 1939. Upon admission, he was placed in the third school grade and had been in the sixth grade three months when released. His work consisted of employment on the farm, in the carpenter shop, and as house boy. His record here was good, and after leaving the School he got along well. He was given an honorable discharge from further parole supervision on October 31, 1940.

In looking over our records we find that an inquiry was received from an Army recruiting officer in July, 1940, and that he was recommended for service in the armed forces. In October, 1940, Albert visited the School, and was wearing an Army uniform at the time. He will be twenty-two years old the 24th of this month.

ENTIRETY

The rose that stands by the garden gate,
And spills its sweetness on the air,
Can be replaced when it is gone,
By another just as fair.

The leaves of brown and red and gold,
That in autumn flutter down,
Are soon forgotten by the snows
That wrap the earth in ermine gown.

But mothers aren't like that at all;
Into the world they singly come,
And naught can ever take their place
In heart and home when they are gone.

—Alice Whitson Norton.

COTTAGE HONOR ROLL

Week Ending May 6, 1945

RECEIVING COTTAGE

Thomas Brantley
Charles Brown
Ralph Cranford
Connie Hill
James Perkins
Charles Young

COTTAGE No. 1

Lyndon Barnett
William Britt
Arthur Brooks
George Cox
Carl Church
Thomas Childers
J. C. Cayton
Robert Cannady
Worth Craven
Calvin Davis
William Doss
Richard Davidson
Frank Hensley
Edward Hambrick
James Hensley
Robert Holbert
Jack Lambert
David Prevatte
Clay Shew
J. W. Smith
Benson Wilkins
Lester Williams

COTTAGE No. 2

John Allen
Harvey Arnett
Louie Ashe
Charles Byrd
Walter Byrd
Donald Kirk
Harold McKinney
John McLean
Carlton Pate
Hayes Powell
Marshall Prestwood
Melvin Radford
Jack Ray
Van Robinson
James Sneed
Ralph Stewart
Kermit Wright

COTTAGE No. 3

(No Honor Roll)

COTTAGE No. 4

Eugene Grice
Eugene Hudgins
Hobart Keaton
William Lewis
Roy Miller
James Parker
Paul Stone
James Smith
Edward VanHoy
Keith Futch
Robert Duncan

COTTAGE No. 5

Allen Gibson
Fred Ganey
John Gregory
Jesse Hamlin
Robert Hensley
John Love
Vernon Swain
Robert Wilkins

COTTAGE No. 6

(Cottage Closed)

COTTAGE No. 7

Russell Beaver
Robert Bradbury
David Brooks
John Hill
Ned Metcalf
Joseph Mitchell
Ray Naylor
Kirk Putnam

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Robert Allen
Ray Edwards
Liston Grice
Richard Johnson
John Linville
Charles McClenney
Eugene Peterson
Leo Saxon

COTTAGE No. 10

Roger Barnes
Jesse Black
Gaston Carteret

Forrest Cowan
Earl Godley
William Lane
Charles Lyda
George Marr
Robert Mason
Alonzo McGhee
William Mitchell
Ray Taylor

COTTAGE No. 11
William Guffey
George Guyton
Raymond Hunsucker
William Lowery
Alvin Porter
Maxie Shelley
Ray Shore
Ralph Tew
William Walker
Stanford McLean
Nolan Morrison
Jerry Oakes

COTTAGE No. 12
(Cottage Closed)

COTTAGE No. 13
William Andrews
David Eaton
William Whistnant

COTTAGE No. 14
(No Honor Roll)

COTTAGE No. 15
(No Honor Roll)

INDIAN COTTAGE
(No Honor Roll)

INFIRMARY
Robert Blackwelder
Clifford Shull

———:———

I SAW THE MORNING BREAK

Ye that have faith to look with fearless eyes
Beyond the anguish of a world at strife,
And know that out of death and night shall rise
The dawn of ampler life;

Rejoice, whatever anguish rend the heart,
That God has given you the priceless dower
To live in these great times and have your part
In Freedom's crowning hour,

That ye may tell your sons who see the light
High in the heavens— their heritage to take—
"I saw the powers of darkness take their flight;
I saw the morning break."

—Found on the body of on Australian soldier.

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THE UPLIFT

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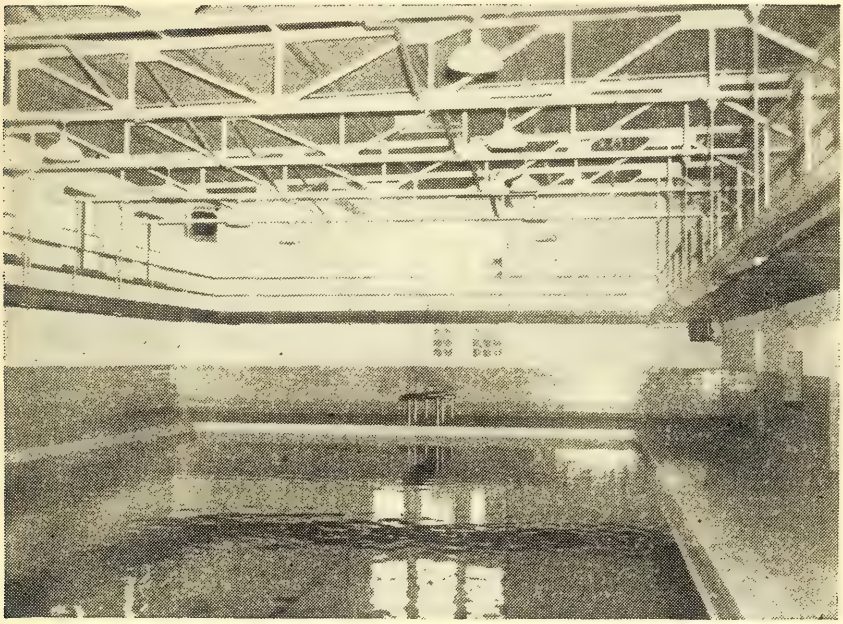

Our Swimming Pool

(See Page 4)

Published Weekly By
THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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S. G. HAWFIELD, Editor — LEON GODOWN, Printing Instructor

AN HONEST INDIAN

An old Indian once bought some things from a white man who kept a store. When he got back to his wigwam and opened the bundles, he found some money inside one of them.

"Good luck!" thought the old Indian to himself. "I will keep this money. It will buy many more things."

He went to bed, but he could not sleep. All night he was thinking of the money. Over and over again he thought, "I will keep it. I will keep it for my own." But something within him seemed to say, "No you must not keep it, that would not be right."

Early the next morning he went back to the white man's store. "Here is some money," he said; "I found it in my bundle."

"Why didn't you keep it?" asked the storekeeper.

"There are two voices inside of me," replied the Indian. "One said, 'Keep it, you found it, and the white man will never know'.

"Then the other said, 'Take it back! Take it back! It is not yours. You have no right to keep it'.

"Then the first one said, 'Keep it! Keep it! You are foolish to take it back'.

"But the other voice spoke more loudly, 'No, no! Take it back'.

"The two voices inside me talked all night and would not let me sleep. Now the two voices will stop talking. Tonight I shall sleep."—Selected.

EXTRA-CURRICULAR ACTIVITIES AT THE JACKSON TRAINING SCHOOL

Here at the Jackson Training School there are several activities which are generally designated in educational circles as extra-curricular. These activities are becoming to be regarded more and more as just as basic and fundamental as the formal indoor classroom work. They are basic primarily because they tend to promote in boys the finest types of social attitudes and individual ideals. It is our conviction that the stronger we can make these activities the greater will be the possibilities for our accomplishing with the boys the things we hope to accomplish in the more practical aspects of the

training program. Frequently, it is through participation in what is sometimes called the extra-curricular activities that a boy really finds himself or discovers for himself the potentialities of his own life. After all, the most essential thing in the development of any boy is for him to discover his own talents and his own strong points, for after doing this he has a beginning point for starting to develop his self-pride and his self-esteem more and more.

The goal towards which we are striving is to rise above the theory of repression and restraint as a method of control and development for the delinquent boy. It is hoped that in the end all the staff members here may understand that participation in wholesome and well-directed activities, which tend to give constructive development to boys, offers the finest possibilities. It will be true, of course, that the operation of such a program frequently involves different problems and a good amount of planning, supervision and extra effort, but, after all, the dividends are worth the cost. In plain language, it is far better for boys to be kept busy and have their time occupied in such activities than to have them lolling around in idleness, planning runaways or other misdeeds. Then, too, boys generally are understood in their participation in such activities, when there is a understood best in their participation in such activities, when there is a higher degree of self-expression than at any other times.

Among these extra-curricular activities are the following:

I. Swimming Program.

The Training School is fortunate to possess an excellent indoor swimming pool. This pool ranks among the best in the state. The boys have the privilege of swimming twice each week during the summer months. This occurs on each Saturday afternoon and one night during the week. The building is equipped to heat the water, and it will be possible after the duration to use the pool twelve months in the year, and it is our purpose to do this. These facilities supplement the shower baths in the various cottages. About 90 per cent of the boys who come to the school know how to swim when they arrive, and the others generally learn while they are here.

II. Gymnasium.

The school possesses an excellent gymnasium for indoor sports. It

is used during the winter months for basketball is the sport in which the boys participate. During last winter it was almost impossible for the cottage groups to use this facility as much as they wanted to on account of the great demand for the privilege. In the future under the supervision of a full-time athletic director the objective will be to use this facility to the very limit. The gymnasium is large enough so that we have one of the best indoor basketball courts in the country.

III. Outdoor Playground Activities.

(A) At the school we have two regulation baseball diamonds and at least three softball diamonds. The primary objective is to have competition on a cottage basis rather than through varsity teams with outsiders. Our goal is to give each boy an opportunity to participate on his own level of physical development, and offer as many opportunities as possible. It is believed that this is far better than having the boys sit in the grandstand to watch varsity teams, generally made up of adults, playing in the sports.

(B) Several of the cottages have their own facilities for sports, such as tennis courts, outdoor basketball courts, volley ball courts and miniature softball diamonds. Horseshoe pitching is one of the most popular sports among the boys. There are many opportunities for boys to participate in these activities on an intra-cottage basis.

(C) Near the school building there are facilities for volleyball and basketball games at the play periods. The objective is to have as many boys participate in these as possible, under supervision during the recess or physical education periods.

(D) During the summer months there is held an annual track meet for the boys. This includes various types of contests, such as broad jumping and high jumping, relay racing, three-legged racing, and shot throwing.

IV. Band.

In recent years the school has been fortunate to be able to offer band music to the boys. The school owns approximately 30 band instruments. The band is under the efficient direction of Mr. Warren Wilson, who directs the music at the Concord High School. Some of the boys have made excellent progress as members of the band, and

the only limitation to the progress is the fact that the boys are released from the school when they are at the peak of their development.

Recently the School received the handsome contribution of $500 to be used towards the purchasing of band uniforms. This, no doubt, will add interest to the band. For many of the boys, this is the first and only chance to have such an opportunity.

V. Boy Scouting and Cub Scouting.

(A) For aproximately 2½ years the school has had a Boy Scout troop, and this has offered a grand opportunity for some of our most worthy and capable boys. In this activity the boys have enjoyed the usual activities of the Scouts on the outside. They have been given many extra privileges because of their dependability. At times the boys have gone on hikes. At other times they have gone to Concord for the Courts of Review and for the Boy Scout banquets. Most of all, they have enjoyed the privileges of Scout Camping. These are among the highlights in the superlative experiences of character development here at the school. These activities have been supervised by Mr. John D. Corliss.

(B) Recently a Cub Scout pack was organized at the school, with an enrollment of 15 boys who are 10-11 years of age. This activity is for the small boys and will be an introduction for them in later years into the Scout program. Three of the women staff members have assumed the responsibilities of den mothers. These are Mrs. Frank Liske, Mrs. Hazel Dotson, and Mrs. H. F. Tomkinson. They are showing wonderful interest in this activity, and the prospects are bright for an excellent program.

VI. Indoor Cottage Recreation.

In some of the cottages there are excellent programs for the boys while they are on the inside. In some there are opportunities for numerous indoor game, such as dominoes, checkers, carrom, Rook. The boys are expected to play these games quietly and with all the courtesies of a gentleman. Some of the cottages have delightful evening programs of a religious nature once or twice each week, at which time the boys give readings, sing songs, and make brief talks. In some of the cottages the boys have the privilege of reading whole-

some literature. This might include some interesting book that a boy has brought from the school library or some Bible story book belonging to the cottage. Many of the cottages have radios, and the boys have an opportunity to hear radio programs of music and world news. In some of the cottages the boys are permitted to have the radios in the bedroom for a while after they retire at night.

The objective towards which the school is working is to have in every cottage well-behaved boys who know how to live together in groups and at the same time enjoy the normal experiences of a well-regulated home. At present, the programs in some of the cottages here would rank among the finest in the nation.

In these cottages it is not a question of whether or not the boys are deserving of these opportunities or whether they appreciate them as they should, but rather the question of interest and vision.

Through this varied program the purpose is to offer rich and varied types of worthwhile activities. Some of these may be described as rather informal, in which the boys do certain things they delight in most. Other activities are more formal and in conformance with rules and regulations and under systematic supervision. If the boys were required to follow the same routine of work from day to day without these other activities, it would tend to kill their spirits but by participating in these activities life is more cheerful and purposeful.

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AN APPEAL TO WELFARE OFFICIALS AND LAW ENFORCEMENT OFFICERS

The local welfare officials in the various counties in the state encounter numerous obstacles in dealing with their many-sided social problems. In many of the families where there is economic stress and strain there is also a youth problem. Pretty soon the problem of juvenile delinquency stems out of this condition. There arises the question of dealing properly with a young boy or a young girl. It becomes necessary to decide whether to attempt a home placement, or probation, or to use more drastic measures, such as commitment to an institution of correction and training.

The officials of the Jackson Training School in recent months have

been making a special effort to cooperate with the various welfare departments by attempting to handle their juvenile delinquency problems promptly and as effectively as possible. We modified the regulations to the extent that we have taken some of these boys between the regular admission periods when the situations were critical and when the facilities for confining juveniles were inadequate. Along with this, we have attempted to release as fast as we could the boys who seemed deserving of a new chance under proper supervision. As far as we have been able, we have gone the limit to lighten the burdens of the welfare officials.

In recent months and throughout the entire history of the School, we have confronted the problem of boys running away from the institution. Before they came to the school they did just about as they pleased, they went and came when they wanted to, or stayed out until late at night or through the entire night. In many instances they were wallowing in filth and dirt. When they come to the Training School, naturally they find the restraint somewhat irksome to them. They go to bed by 9 o'clock each night. They stay in and about the cottage a good bit, or else they are out at the various work activities of the school, or in the classrooms. For the boy who has had too many privileges when he was back home, these routine experiences tend to become somewhat monotonous, and he wants to get back to where he may live without guidance and in idleness. Then, to get away from the situation, he elects to run away, even at times when he is almost ready to be released. Sometimes it occurs that even the boys with the very best reputation surprise us by running away. It is found that when a boy does run away he gives all kinds of excuses and alibis as to why he ran. Frequently, a boy who asks for a certain privilege in his work, after a time will run away and then explain that he did not like the work he was doing. Generally when a boy runs it is because of his premeditations to this end or because someone has over-persuaded him, rather than because of what he was doing at the school.

We who work here at the Training School would like, above all things, to say to welfare workers and other officials that under certain arrangements we could police the boys and prevent any runaways. To do this, it would be necessary for us to deny all the boys

any privileges; it would be necessary for us to police the grounds with weapons, and discontinue almost all types of work experiences and educational activities. This could be done by forcing the boys to march around on the grounds in straight lines, or sit in places of confinement under guard. If we should do this, we would know, and the people of North Carolina would know, that we were doing a poor job, and would be unworthy of the positions we hold. Rather, our policy is to develop as much self-control and dependability among the boys as is possible. We operate what we think of as the open-type school. A good many of our boys frequently attend programs at places away from the school, and we do this to encourage self-control. We think that when a boy runs away it is about his most serious offense, and that he should be dealt with somewhat as would the adult who attempts to escape from a sentence to which he has been committed.

Recently, we have found that in a good many instances when boys have run away from the school and gotten back to their homes, even though they may not have been at the School here for a very long time, their own people and some of the welfare officials will attempt to persuade the school officials to grant releases. We think this is a very unfair and unreasonable request to make. We are convinced that it would be utterly impossible to operate a training school if the boys here were given the idea that the way for them to get a release would be to run away from the school. If the convicts in the adult prison camps were told that the best way for them to get releases would be to run away, the state of North Carolina would just as well not attempt to deal with any criminals at all. Recently, we have had some instances in which boys have run away and gone back to their home communities and gone in and out of their homes unmolested for days and weeks. Apparently, the local officials were waiting until the Training School officials do something about it. In other words, it seems that there is an inclination to expect the Training School, with its meagre staff, to police all the 100 counties throughout the state, and apprehend boys who are fugitives from their commitments, which commitments were made by local county officials, to whom boys are responsible as much as if not more than, to the Training School. It is impossible for the Training School, under our

present philosophy, to prevent all runaways, and it is certainly impossible for us to police the entire state.

Finally, a point of explanation should be made with reference to the fact that most of the boys who run away will, for a few weeks, make an exceptionally good record, primarily because they want to make a good impression upon the local officials. The fact that they can be good for two or three weeks does not mean that they have all at once become saints. We think every boy should be treated alike in this respect, and that the only fair basis for a boy to earn his release from the school is by making a good record over a reasonable period of time. The officials of the Training School think that local law enforcement officers and welfare officials should lend their fullest help and cooperation towards apprehending and returning boys who escape from the Training School.

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of May 20, 1945

May 20—Thomas Hyder, Indian Cottage, 13th birthday.
May 20—Joe Lane, Cottage No. 5, 14th birthday.
May 23—James Oliver Stadler, Cottage No. 9, 16th birthday.
May 23—Robert Myers, Cottage No. 15, 16th birthday.
May 25—J. B. Ledford, Cottage No. 15, 16th birthday.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Our Visitor

By Earl Green, 5th Grade

Last Saturday evening Mr. Andrew Aldridge of Concord came for a visit at Number 3 cottage. He enjoyed talking with all of the boys. Then we started the program. The first thing we had was "The Story of Jonah." The second was "The Lord's Prayer." Third, we had sentence prayers by different boys. Fourth, we had a story, "Little Mother." Fifth, we had two poems, "An Unusual Letter" and "G. I. Blues." The last thing was "Rabbits Plus." We all enjoyed having Mr. Aldridge come and visit our cottage at the time of our program.

Our Study of Poetry

By Thomas Stallings, 8th Grade

Lately in our eighth grade class we have been studying poetry. We are at the present time studying narative and lyric poems. When we are called upon to recite a poem we are expected to know the title, the author, the story the poem tells, and the setting of the poem. We are also expected to know the rhyme and the rhythm of the poems that we have. Each boy in the eighth grade is required to memorize at least two poems this month, some of these are as follows: Eldorado," by Edgar Allen Poe, "The Sea Gypsy," by Richard Hovey, and Columbus," by Joaquin Miller.

In a few weeks a contest is going to be held here at the School, and the boy memorizing the best poem and saying it with the best expression is to receive a prize. Some of the poems that the boys are learning for this event are as follows: "The Builders," "O Captain! My Captain," "Sheridan's Ride," "The Blue and the Gray," "Paul Revere's Ride," "Captain Colin P. Kelly," "Lewis and Clark" and "I Hear America Singing." We are all expecting to hear some good reciting when the time for the contest comes.

B. T. U. Meeting—Intermediate Group

By Gerald Johnson, 8th Grade

First we discussed the topic of our lesson which was "Honoring Parents Brings Reward." Then we had our parts for this week. The first part was by Hilton Reid, and it was "The First Commandment with Promise." Charles Shore gave the second part, and it was "Solomon's Fame." The third part was by Gerald Johnson who had the part entitled "Absolom's Disgrace." The fourth part was by Jack Gentry, and it was "Jacob's Success." Ned Metcalf had the fifth part, and it was "Samson's Failure." Then we had another discussion about the different stories in our quarterly. We were dismissed by Mr. Hines.

B. T. U. Junior Group No. 2

By Theodore Young, 5th Grade

The first thing on our program was a song, "Praise Him." Next Mr. Isenhour led us in prayer. After that we started our program. The first part, "A Mother Who Saved Her Son's

Life," was presented by Herschell Duckworth. The second part, "The Mother Who Gave God Her Son," was given by Sammy Lynn. J. C. Cayton had the third part which was "Two Mothers Whom Timothy Honored." Earl Gilmore gave the part entitled "The Mother We Do Not Know." Everybody did very well with the different parts. Mr. Isenhour talked to us some about the lesson and explained it to us. After that we were asked some questions about the lesson to find out how much we knew about it.

B. T. U. Meeting—Junior Group No. 1

By Donald Redwine, 3rd Grade

First we called the roll. All were present. Then Mr. Snyder took the count for the number of chapters we had read from our Bibles. They were seventy-seven chapters. Mr. Snyder read us a good Bible story about Jesus. Mr. Snyder made us a talk. He said that he was thinking that he would not be here any longer than June but that he would get another man to come out here every Sunday afternoon in his place. We had sentence prayers. After that we assembled in the auditorium with the other two groups. There we had songs and talks.

A Good Time

By Clyde Wright, 4th Grade

Despite the fact that last Saturday afternoon was rainy, the boys of Cottage Number 3 had a delightful time. We decided to have a marble tournament. We wanted to see who was the champion of our cottage. We found out that Emory King was the winner. First we got the champion from every grade as follows: First Grade—James Arrowood, Second Grade—Bobby Peavy, Third Grade—Emory King, Fourth Grade—Herschell Duckworth, Fifth Grade—Charles Earp, Sixth Grade—James Graham, Seventh Grade—Paul Wolfe, and Eighth Grade—Robert Lee (who eliminated Charles Allen from the contest by just one marble). Then we let every grade champion play the other champions. We believe Clifton Rhodes plans to defeat Emory King in the next contest for he had been doing so well in the other games.

Study of Famous Paintings

By John Allen, 8th Grade

In our study of famous paintings we have selected thirty paintings and have put them up on the bulletin board. We are studying them more fully than just to know their names and the names of the painters.

Some of these paintings are more famous than others. The selection that we made consisted mostly of famous ones as well as a few that are less famous.

A few of the most famous paintings are: "The Boyhood of Sir Walter Raleigh," by Millais; "Sir Galahad," by Watts; "At the Watering Trough," by Dupri; "The Angelus," by Millet; "The Gleaners," by Millet; "The Strawberry Girl," by Reynolds; and many others.

Our study in art is making us familiar with paintings and helping us to recognize these famous pictures when we see them.

Cottage Six in Repair

By Carlton Morrison, 8th Grade

On the 1st of May, Cottage Number Six was closed for repairs. Mr. Carri-

ker and the carpenter shop boys did the work. The boys of Cottage No. 6 returned May 8th from the other cottages where they had been temporarily.

Friday Morning Chapel Program

By John Allen, 8th Grade

Friday morning, May 11th, an unusual program was given by Mrs. Hawfield and her first grade group. This was a Mother's Day program honoring all mothers.

The program was begun by a song by the entire school section. After this were Bible verses by seven boys. These verses were pertaining to mothers. Then followed a prayer by Fred Ganey.

Next there were two songs, "Happy Mother's Day" and "Mother Dear," by a group of boys. Following this were three poems, "Every Day is Mother's Day," by Tommy Corley; "The Sweetest Place," by Robert Driggers and Franklin Robinson, and "Our Best Friend," by Arthur Brooks.

Then on the program was a song, "I Like to Go Shopping with Mother," by Franklin Robinson, followed by two poems, "Which Loved Best," and "That's Mother," and these were by the entire group.

After this were three songs, "Merry Spring," "Drying Dishes" and "Let Me Help," by a group of boys. Next on the program were four poems, "One Mother," "Mother," "A Boy's Mother," and "My Mother's Kiss," by a group of boys.

Following this was a song, "Mother's Prayers Have Followed Me," and a poem, "Mother's Helpers," by two groups of boys. Last on the program were two songs, "Rousseau's Cradle Song" and "Brahm's Cradle Song," by a group of boys.

The Friday afternoon Chapel program was the same as the morning program with the exception of the prayer. In the afternoon Eugene Peterson led the prayer in Fred Ganey's place.

Interesting Work

By Jack Gentry, 8th Grade

Some of the farm boys have been doing some interesting work. The pansies are being picked and also the seed of the pansies. The boys enjoy picking the seed and helping to separate the seeds from the hulls.

Mr. Walker is in charge of the seed picking. There are several gallons of seeds to be picked yet. The boys say they like to pick the seeds and work with the flowers.

Boys Released

By Leonard Bradley, 8th Grade

Recently three boys were released to go to their homes. They were as follows: Carlton Pate, Laurinburg; Troy Morris, Asheville and Jack Ray, Graham. We all hope they can get along fine out in life.

Mother's Day Cards

By Barney Mills, 8th Grade

Each boy here at the school is paying honor to his mother by sending a beautiful card to her. These cards were furnished by the School. Every boy that has a mother living sent one home. The boys appreciated them very much. Mr. Hines gave the boys

a chance to thank Mr. Hawfield for the cards Friday in chapel. He said for the boys who were thankful for the cards to stand. Every boy stood, and some even went to him and thanked him individually after chapel. The cards were very beautiful. They were all colors and had beautiful poems written on the inside.

Show

By Jack Benfield, 8th Grade

The boys were entertained at the Training School Thursday night by a picture show. The name of the picture was "Happy Land." It was an interesting show.

After the show the boys the boys saw a comedy. The name of it was "The Helicopter," The boys are entertained every Thursday night by a picture show. They enjoy them very much. Mr. Fisher has charge of the show. He, with the help of the boys, shows the picture to the other boys.

Different Games at School

By Ray Edwards, 8th Grade

During recess at the school the boys like to play games. Some of the games that are played are as follows: basketball, baseball, and horseshoe. One of the most interesting games that was played was between the Eighth Grade boys and the faculty. The score was 2 and 2, and we hope to play them again soon.

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"TIME"

Time is a function which we must have,
It's an invention, which acts like salve.
It fixes all your aches and pains
And never seems to mind the rain.
It's the one thing, which on this earth below,
Is God's machine which makes us grow.
To everyday people, time is just a system,
Of keeping track of their age and wisdom.
To men confined behind prison bars,
It doesn't heal, just puts on scars.
When they get out and start anew
They find the world has grown old too.
But live your life the best you may,
For God will judge you on Judgment day.

—Selected.

PROGRESS TOWARDS MERCY

(The Alabama Baptist)

The thing that strikes the writer in reading history especially that of the Middle Ages, is the cruelty of the whole people, rulers and subjects, saints and sinners. No author has brought this out more clearly that Mark Twain in his "Yankee at King Arthur's court." It is our feeling that the great humorist was the first to guess the secret and give the key of those strange times. He though it was due largely to the childishness of the times.

And as we have passed forever from the cruetly and coarseness of those days (or have we?), so we ourselves have past and lost the charm. For childhood is not only naively beautifuly, but it is also naively cruel. All children love bloody stories, and so do some elderly people who are now in their second childhood. The world eats Red Riding Hood's grandmother, Bluebeard chops up his wives. Pity and consideration for the feelings of others is a late growth, both in the individual and in the race.

The strange facts about this is that many adults are still like children in this particular. There are some old people who are especialy fond of "listening in" on the most gruesome programs imaginable. One expects that sort of thing in little Mable in short dresses and baby curls but scarcely would one look for it in certain old ladies who are now more than seventy.

Yet, the world has been slowly moving away from those childish and cruel days. The wars of today, for example, though still brutal and ruthless and bloody, are not as blood-curdling as once they were. Savanarola fled hastily from the palace in which he lived because it hurt him that some danced and made merry upon floors there, beneath which prisoners lay in foul dungeons. But he, certainly, was one born out of due time. Such a sentiment was not understandable in his day. Nor was it understandable for several generations. The truth is that the "feel" of a fellow-human's suffering is almost as modern as is television. That sensitivesness to pain, that discomfort at the other man's misery, is quite a new thing under the sun.

Hence, when one longs for the freshness and purity of life and faith of the yesteryears, let him also remember the torture—chambers and the Black Death, and the smell of roast heretic. All of these were found in the yesteryears.

In war here is the process toward mercy. In the earlist annals of men no prisoners were taken. It was simple death to the defeated while their women were taken off by victors. Then the defeated were sold body and soul to the highest bidders into eternal slavery. Then came the time when prisoners were repatraited as is the custom now.

Why men today shudder at the cruelty of the Germans and Japanese is because they have advanced so far in mercy. A few hundred years ago the most dastardly crimes heard of today would have been the thing naturally expected.

ROOTS OF FLOWERS MADE INTO PIPES

By Bill Sharpe in We the People

Cut off from imported material by the war, America's smoking-pipe industry is turning to the roots of the beatiful mountain rhododendron and laurel and other shrubs and trees for its briar, and is producing more pipes than ever to supply the smokingest Army and Navy in history. And many pipe makers believe the native material will never again be supplanted by the briars formerly imported from the Mediterranean countries.

Mountain farmers in western North Carolina are grubbing up tons of "burls" and delivering them to factories here and in nearby communities at $20 a ton for transformation into handsome briar pipes. A "burl" is an abnormal development on a plant, roughly equivalent to a botanical wart or callous. The knotty "wart" is unbelievably tough and compact, and may be found not only on the lordly rhododendron, but also on dogwood and many other plants. Nature lovers who had feared the hunt for rhododendron roots for the new industry would strip the Appalachians of its most beautiful flower seem to have been unduly alarmed. The rhododendron grows so profusely in this region that whole mountain tops are covered with it. In fact, the mountaineers have a word for a patch of the flowers —"rhododendron hell" — which is a vivid description of the impenetrable thickness of the growth. They are also called "slicks"—so closely packed that it seems one might walk across the top of them.

Brought to the factories, the burls are axe-cleaned, sawed into slabs and then into blocks for the bowls. Machines bore the bowl and rough-shape the blocks. Sanding, staining, polishing, stemming are other processes before final packaging. Many of the plants in the Appalachians ship the rough bowls to other factories for final finishing.

The current cigarette shortage has boomed the pipe industry like nobody's business. Biggest customer of all, however, is Uncle Sam, who is buying these mountain-made pipes in vast quantities for his fighting men. The factory here at Sparta—which incidentally is the mountain country's first and only payroll industry—is working nearly 100 per cent on service orders, and still can't meet the demand.

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Let a man try faithfully, manfully to be right and he will daily grow more and more right. It is at the bottom of the condition on which all men have to cultivate themselves.—Carlyle.

TOO MUCH WAR BALONEY

(The Dare County Times)

We are getting fed up on so much of this baloney written by neurotic old maids, and mediocre psychiatrists which shouts at us from every newspaper and magazine about how we should treat the returning soldier.

Don't talk too much about the war some of them warn. Others caution us against treating him as a human being. Still others tell us we must take into account the probability that he is a new person altogether, and his wife and family must remake themselves in order to keep him home. Foolish fictioneers are writing stories, and magazines print them to convince us that every soldier returning home is a problem child, something to tax the mind and heart of every relation, and particularly to bring a most severe strain on any young wife, who is not indowed with super-duper imagination.

Well, for our part, we think if we don't stop such foolishness, we are going to find a lot of beliving we have all gone crazy. We have made it a special point to observe a number of these boys, who have returned from combat duty in the various branches of the military forces. Most all of them we knew fairly well before the war. Generally speaking, we see no notable difference in them now.

For one thing all of them are a little older, and naturally exhibit some of the sobriety and maturity that comes with age. All of them have had a tough break, so to speak, for they have made great sacrifices, say what you may. Most all of them have lost money, their careers have been interrupted, their plans upset, because of their call to the colors. They have been forced into a rather grim and ghastly duty; they have faced death, and they have gone through bitter moments, and hours of torture.

But those who were strong men have come out the stronger; many who were weak have collapsed, but other weak ones have been strengthened. The village drunkard returns to drink again as usual; the loafer is still a loafer. The worker, after a few days rest is looking for something to do. The man who loves his home and family is glad to be back and is sticking close by them.

In short those who are not living true to form, are the exceptions, and there are always exceptions. We have seen a dozen boys go north and be employed a season on a dredge boat and of the lot some would come home broke; some would work when they got home, and others who didn't work before, didn't work afterward. Now and then one not especially promising beforehand turns out well, and becomes a substantial citizen.

It is our belief that the war is going to bring out what is in a man, although a little faster perhaps. We think we are going to get some fine leaders out of veterans; we certainly need them as never before. We don't know if it is quite fair for them to have to come home from the battlefield, and take up so many burdens of citizenship, but we certainly need them; it has never been so, and for

our part, we are in favor of turning the country over to the best of our veterans. They will have earned that right, and they will be so busy they won't have time to brood over the past injustices which will be fading into the past by the time they have straightened out the mess.

More likely they will look upon us all as odd, the peculiar, and crazy ones. We think they will have just cause to do so, as they return home.

PENICILLIN HELPS SAVE A MAN'S EYE

Penicillin and sulfadiazine were used to successfully treat a man's eye which had become seriously infected from a perforating wound suffered four days before he came under medical care, Dr. Nell White Sanders, of Baltimore, reports.

"Small, dirty perforating wounds of the eye," Dr. Sanders says, "generally have rather grave consequences. This case is reported because not only was it a serious type of injury but there was much delay in beginning treatment."

The patient was first seen in the dispensary on July 9, 1944. He said that on July 5, while at work, he was struck in the left eye with a piece of bailing wire. He stated that the eye gave him no trouble until July 8, when it became painful and inflamed. He did not report for treatment until the next day. A puncture wound of the cornea was found. The presence of a hypopyon made it impossible to ascertain whether or not the iris was damaged.

Sulfadiazine treatment was started but four days after admission no improvement was evident; the hypopyon was becoming larger and was extending. "We felt that unless something was done to arrest the process it would be necessary to enucleate the eye," Dr. Sanders says.

Penicillin treatment then was started, the sulfadiazine being continued for four days. It was reinstituted ten days later when the penicillin was discontinued. One month and four days after admission the patient was discharged and when last seen ten weeks later there was limited vision in the eye but he said he was working every day and that the eye gave him no trouble.

—Selected.

FATHER EDWARD J. FLANAGAN

(Selected)

Father Edward J. Flanagan was born July 13th, 1886 in Roscommon, Ireland, one of the eleven children. Father Flanagan was educated in Irish public schools and later studied at Summerhill College, Sligo, Ireland. The first Father Flanagan of Omaha was instrumental in having him come to America from Ireland, and decided to enter the priesthood, later was ordained at the Jesuit University in 1912 in Austria.

Father Flanagan returned to Omaha and was assigned to St. Patrick's parish where he became interested in welfare work and the Boy Scout movement. He rented a vacant house near the police station and with the help of some down and outers from the jail scrubbed and cleaned the four story building. Thus began the Working Mens Shelter which later grew into one of the finest and noblest projects in our country; that is "Boy's Town" of Omaha, Nebraska.

Helping homeless boys still in their formative period became the life work of this young priest. Boy's Town is a haven for wandering boys regardless of their race. The only requirement for admission to Boy's Town when there is room is that the youngster be homeless or deserted. Situated ten miles west of Omaha Boy's Town stands today as a million dollar plant with three hundred and twenty-five acres of fine Nebraska farmland and eleven modern fireprof buildings accommodating about two hundred boys. It is a complete community in itself the smallest incorporated city of the country with its own second class post office, its own grade school and high school, trade school, printshop, gymnasium, movie theatre, swimming pool, and dormitory. Boy's Town is a self government with the control completely in the hands of the boys themselves.

Minor offenses against the peace of the town are punished by the retraction of certain privileges such as going to the movies or to the swimming pool.

Upon admission to Boy's Town each boy is appointed by the mayor to perform some particular duties, which takes about an hour a day. The boys serve tables, wash dishes, and help with the cooking, also laundry, farming and general housekeeping. No boy is turned out of Boys Town unless some definite job has been found for him. Jobs are provided mostly by people who are interested in the work. The boys range in age from six to sixteen although the age limits are from twelve to sixteen.

Intwenty years Boy's Town has cared for and then sent into the world 400,446 homeless and abandoned boys. Too bad there are not more Father Flanagans!

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A good man will surrender some personal privilege for the good of others.

COLLEGE EDUCATION

(Stanley News And Press)

Attention these days is being directed to public school education and the efforts of its supporters to secure adequate pay for teachers in order that the schools may have an adequate number of teachers who are qualified to teach the youth of the state.

While we are satisfied that the citizens of North Carolina are so aroused over the matter that a progressive step will be taken, we are thinking now of the matter of college education. As the Charlotte News recently pointed out, "we do not know what higher education is worth to a region or community. But we do know that the more young people we can get through college, even though a number of them will inevitably waste time and money, the better off we are. In the wake of higher education comes progress and enlightenment, even if we can't settle on its exact worth in dollars and cents."

Here in North Carolina 9.5 per cent of the population 25 years of age and over have completed one year of college, 7.3 per cent have completed two years, 4.9 per cent have completed three years, and 4.1 per cent have completed four years of college work. We stand 36th in the nation in regard to the number of college graduates, which means there are 12 state in the union with fewer college graduates.

For the United States, as a whole, the percentage of population of 25 and over which has completed four years of college training is 4.6, or only .5 above North Carolina. But this is no source of pride, for the nation is far too low.

In Stanly county we are particularly fortunate in having a good two-year college which is open to all worthy persons, regardless of their financial status. Whether our boys and girls go to Pfeiffer will depend in a large measure, on what their high school teachers, principals and superintendents advise them, and how much encouragement they receive from those who instruct them in public schools.

The News and Press has urged more pay and benefits for the public school teachers for the past several years, but its support of their cause in coming years will be guided, in a large degree, upon the success with which Albemarle and Stanly county teachers, principals and superintendents meet in filling up Pfeiffer college with Albemarle and Stanly county boys and girls

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The things we have determined wholeheartedly to do are not fulfilled merely by desire, but through painful toil.

—Franklin D. Roosevelt.

THE ART OF GETTING ALONG

(Morganton News-Herald)

In those days of pressure and strain, it is a good idea to stop for a minute and take a personal check on the uncommon art of "Getting Along." In this connection, a craftsman of the Tomlinson Company, of North Carolina, noted for his ability to take things in his stride, was asked for some thoughts to pass on to the rest of us. Here are his suggestions:

Sooner or later, a man, if he is wise, discovers that life is a mixture of good days and bad, victory and defeat, give and take.

He learns that it doesn't pay to be a sensitive soul—that he should let some things go over his head like water off a duck's back.

He learns that he who loses his temper usually loses.

He learns that all men have burnt toast for breakfast now and then, and that he shouldn't take the other fellow's grouch too seriously.

He learns that carrying a chip on his shoulder is the easiest way to get into a fight.

He learns that the quickest way to become unpopular is to carry tales and gossip about others.

He learns that people are human and that it doesn't do any harm to smile and say "Good Morning," even if it is raining.

He learns that most of the other fellows are as ambitious as he is, that they have brains that are as good or better, and that hard work and not cleverness is the secret of success.

He learns that it doesn't matter so much who gets the credit so long as the business shows a profit.

He comes to realize that the business could run along perfectly well without him.

He learns to sympathize with the youngsters coming up in business, because he remembers when he first started out.

He learns not to worry when he does not make a hit every time because experience has shown if he always gives his best, his average will break pretty well.

He learns that no man ever got to first base alone and that it is only through co-operative effort that we move on to better things.

He learns that the fellows are not any harder to get along with in one place than in another, and that "getting along" depends about 98 per cent on himself.

———:———

How beautiful the face of those whose smile doth make God's sunshine in the heart of toil; in low sick rooms, a presence as of health; the true rich folk, in whom the poor have wealth.

—Massey.

ROOSEVELT AND PYLE

(Chapel Hill Weekly)

Franklin D. Roosevelt was a towering figure on the world scene. He will live in history as a champion of freedom, a defender and a savior of civilization. Through the centuries his name will be known to all mankind.

Within forty or fifty years the fame of Ernie Pyle will probably have passed away. The surviving veterans of this war will remember him with affection, and with gratitude for his sympathy and understanding, and there will be other older people who will not have forgotten him; but to the people whose memory does not stretch back to these times he will be practically unknown. How many men today know even the name of the first great modern war correspondent, whose name was in the mind and on the tongue of every literate person in the world a hundred years ago, who was courted by prime ministers and generals and ambassadors, and who, for his achievements as a correspondent, was knighted by Queen Victoria?

Roosevelt and Pyle died within six days of one another, and, for all the difference in station, and importance, between these two men, they were enevitably linked in the minds and hearts of multitudes of men and women. The reason for this is not far to seek and is a credit to them both; it is that they both had an instinctive and an enduring sympathy for the humble.

The soldier on a European battlefront who was told of Ernie Pyle's death by an Associated Press correspondent, and whose words went out over the radio, spoke the thoughts of millions of men in the armed forces when he said: "The G. I.'s have lost the two best friends they ever had, first Roosevelt, and now Ernie."

Each in his own sphere, these were two noble spirits.

THE LORELEI'S SONG

The Lorelei was a maiden who drowned herself in the Rhine after a faithless lover had broken her heart. She was then changed into a siren and haunted a rock in the stream near St. Goar—about half way between Coblenz and Bingen—and lured fishermen and sailors with her beautiful song.

Today, American infantrymen may be listening to the peculiar echo of the rock of St. Goar. But the Germans, too, must be hearing it and marveling how many of their fanciful legends seem meaningful. Certainly they listened to a seduction song more potent than that of the Lorelei, and it has brought them to a destruction more terrible than any wreck on the Rhine.

—St. Louis Star-Time.

GERMANS SET OUT TO WIPE OUT ALL BUT 'MASTER RACE'

(Selected)

The Allies have prepared a report on German war crimes in France—and it takes 13 volumes to tell the cruel story. Supreme headquarters today condemned the Nazi occupation of France as a reign of terror filled with brutality on a scale unequaled in history.

The study will be published soon in the United States and Britian. The men who interviewed the French and the Nazi prisoners hope it will convince possible skeptics that German atrocities are not just a lot of propaganda.

French, British and American officers who drew up the report have concluded that the whole thing was part of a fixed policy of brutal repression, if not extermination.

The thirteen volumes cite incident after incident of mass execution of hostages and members or suspected members of the French underground, the sacking of towns and torture that outdoes anything in the middle ages. The report says that the state of hundreds of bodies examined proves without a shadow of a doubt—quote—"That the men had been tortured and beaten with inhuman ferocity before being killed." And the document adds: "No international law can justify such brutality and sadism."

The Nazis are said to have punished innocent persons frequently in order to discourage and destroy the French underground. The Germans carried out their tortures in public and they burned farms and entire villages in territory controlled by the French maquis.

(An example of Nazi torture is cited in the case of 17 Frenchmen executed for their anti- Nazi activities, or suspicion of them. The 17 Frenchmen's eyes, tongues and finger nails had been torn out and their bodies were black with welts and bruises. Their skulls had been cracked. And at least one man was found to have dirt in his lungs—a sign that he had been buried alive.)

———:———

The sum of the whole matter is this: our civilization cannot survive materially unless it be redeemed spiritually. It can be saved only by the practices that spring out of that spirit. Here is the final challenge to our churches, and to every one who fears God or loves his country.—Woodrow Wilson.

OUR ACCIDENTAL PRESIDENTS

By Frederick Taylor Wilson in We the People

It is a surprise to many Americans to know that only 19 of the men who have served the Nation as President were active candidates for a party nomination and became President because a majority of the American people voted on their behalf. Twelve of the thirty-one Presidents may be called accidental Presidents, this for the reason that three of them: John Quincy Adams, Rutherford B. Hayes, and Benjamin Harrison became President despite the fact that there were other men who received more votes than they, at the time of their election. Three others, James K. Polk, Franklin Pierce, and James A. Garfield were not seekers for a Presidential nomination, but were taken up by their respective parties in nomination in an eleventh-hour deadlock, nominated for the Presidency and later elected by a majority of the American people. Six others became President because they were serving as Vice President when the President under whom they served died in office. The six were Tyler, Fillmore, Johnson, Arthur, Theodore Roosevelt, and Calvin Coolidge. Of this number only Roosevelt and Coolidge were able later to win the Presidency in their own name.

Let us look at the fortunate twelve.

John Quency Adams, our sixth President, and like his father, a Harvard graduate, scholar, diplomat, and statesman, was chosen by the House of Representatives as President, though Andrew Jackson had received more popular and more electoral votes than Adams in the previous November election. The homes of the two Adamses, both their birthplaces and their homes as ex-Presidents, were near each other in a small village near Boston, and their bodies now rest near each other in an old church in their native village of Quincy.

Rutherford B. Hayes received 250,000 fewer popular votes in the entire country than did Tilden, his democratic opponent in the campaign of 1876. When a contest was entered a strange commission was chosen by Congress, called an Electoral Commission, which voted in favor of Hayes, by one electoral vote majority only Hayes, himself, was never sure of his own title to the high office which he held for four years only.

Benjamin Harrison of Indiana, grandson of William Henry Harrison, a former President, received 100,000 fewer popular votes than did Grover Cleveland, Harrison's apponent, who like Andrew Jackson many years before was three times the choice of more people for President, though he only held that office for two terms. Cleveland even carried Indiana, the adopted state of Harrison.

James K. Polk, our first dark-horse President and the only former Speaker of the House and graduate of a State University to be President, was a protege of Jackson and was born near the birthplace of Jackson, not far from Charlotte, North Carolina He was an honor graduate of the University of North Carolina, and was also the only ex-President who had his mother at his bedside at the time of his death.

Franklin Pierce of New Hampshire was put forward by Virginia delegates in a Democratic convention at Baltimore in 1852, the same city in which Polk won his dark-horse nomination, after a long drawn-out effort to nominate other candidates. Polk had gone to the Mexican War a private soldier and had returned home a general. His opponent for the Presidency when he won was General Winfield Ssott, who had been the head of all the armies in the Mexican War, when Pierce had first entered it as a private soldier. Pierce lived farther North than any other President.

James A Garfield, our third dark-horse nominee for President, was the only President who went directly to that office from the office of Congressman. He went to Chicago as the champion of John Sherman, of Ohio, who actively sought the Presidential nomination which was thrust upon Garfield as the result of a brilliant address which Garfield made in nominating Sherman. Garfield had had an unusually brilliant career, having become a college President, a State senator, a Member of Congress, and a general in the Civil War, all in less than seven years from the time he graduated from Williams College. His death at the hands of an assassin less than one year after he became President was one of the tragedies of American history.

John Tyler, who succeeded William Henry Harrison 30 days after Harrison had taken his oath of office as President and died, had been an obscure candidate for Vice President in 1836, four years before he was put on ticket with Harrison, for the reason that other men had refused such a place. Among that number was Daniel Webster, who also spurned the Vice Presidential nomination eight years later, accepted by Filmore, who, like Tyler, became an accidental President. Tyler and Harrison were natives of the same county in Virginia, Charles City County, and each was the son of a former Governor of Virginia. Harrison went to Congress from the northwestern territory when 26 years of age, and Tyler was a Virginia Congressman at only 25 years of age. Tyler's career as President was a stormy one, since he was a democrat with a whig Congress on his hands. He had the largest family of any President, 14 children in all, the youngest of whom, Mrs. William Ellis, now lives on a farm near Shawsville, Va.

Millard Filmore, of New York, became President after the death of Zachary Taylor, of Louisiana, the last southerner to go to Washington as President, 96 years ago. Fillmore had been defeated both for a Vice Presidential nomination and also for Governor of New York prior to winning the Vice Presidential nomination which later put him in the White House. Eight years after his election as Vice president he tried in his own name to be President and carried only the State of Maryland in the November election.

Andrew Johnson, a native of North Carolina, who succeeded Lincoln as President, won eternal fame as the one lone southern senator who opposed secession. At Lincoln's request, he was Lincoln's running mate in the campaign of 1864, when the war was on, and fell heir to the Presidency when Lincoln died so tragically at the hands of Booth, his assassin. John-

son, by one vote only, escaped losing the Presidency in the impeachment trial which took place in the Senate Chamber, where he had won fame as the defender of the Union. Ben Wade, of Ohio, Speaker pro tempore of the Senate, would have been President had Johnson been removed from office.

Chester A. Arthur, a native of Vermont and adopted son of New York, was put on the Pesidential ticket with Garfield to appease the forces of Grant, who had tried to win for Grant a third-term nomination for President. Arthur had held only one political position before—that of collector of the Port of New York, from which position he was removed by President Hayes for pernicious political activity. Despite his efforts to win a place as a great President, his name is obscure.

Theodore Roosevelt was put on the ticket with William McKinley in the campaign of 1900, primarily to shelve him as a political figure. He had already been successful as a historical writer, as a soldier in the Spanish-American War, and as Governor of New York, and was only 42 years of age. When McKinley fell at the hands of an assassin at Buffalo, after making a historic address, Theodore Roosevelt, only 42 years of age, became then and now our youngest President. He was the first of our accidental Presidents who won that high office later in his own name. Theodore Roosevelt's body rests in a rural cemetery near his home at Oyster Bay, N. Y. Like the tombs of Jefferson, Cleveland, and Coolidge, there is nothing upon the tomb of Theodore Roosevelt to tell you that he was once an American President.

Calvin Coolidge, the last of our accidental Presidents, was a native of a small Vermont village where he was born in the rear of a small store, in which village he took the oath of office at an early morning hour by the light of an oil lamp, at the hands of his justice-of-the-peace father when President Harding died in 1923. Coolidge had lived his life as a public man largely in Massachusetts and it was in that State that he won fame as Governor, which made him first Vice President and, later, President. He has been correctly called a Puritan in Babylon. He was President during an era of our history which has probably not yet been correctly defined by historians. He won distinction primarily as a man of silence, and like Theodore Roovevelt, was able to win in his own name the high office which had first come to him purely by accident.

Out of the 31 men who have been President of the United States, 30 of that number now sleep the sleep of the dead. We have only one living ex-President, Herbert Hoover. When Lincoln first became President, there were five other living ex-Presidents: Ven Buren, Tyler, Fillmore, Pierce, and Buchanan, the immediate predecessor of the unfortunate Lincoln.

Franklin D. Roosevelt, though he was elected four different times by the American people, is only one of three of our Presidents who has been three times or more the choice of the voting public. Jackson and Cleveland were the other two.

SILENCE AS AN ANTIDOTE FOR GRIEF

(N. C. Christian Advocate)

"My tears have been my meat day and night," cried the psalmist of old. The same or another ancient writer declared, "I am weary with my groanings; all the night make I my bed to swim, I water my couch with my tears." But the cry of the ancients is also the impassioned lament of the present hour. The modern Rachels, like those of bygone generations, are weeping for their children and refusing to be comforted. Sorrow is the common lot of man and the world of humanity above all things wants sympathy. But have a care how you express that sympathy. Do not tell heart-broken parents "the child is better off in heaven." They know that. But words at best cannot fill the vacancy. Do not tell them he might have grown up to be a bad man. How can a devoted parent looking into the face of a dead child while memory brings from the happy days that are gone never to return a multitude of joyous recollections believe such a foolish prophecy as that. Do not tell a mother, "You have loved your child too well and God meant to punish you." Our God is no such being as that. He rewards love, but does not punish men and women who love. Demons might do that but not God who is love. And no mortal who dumb and in silence has staggered blindly through his own personal griefs will ever be guilty of flinging such thoughtless expressions into the ears of the broken-hearted. Job's comforters did right well as long as they sprinkled dust on their heads and sat down on the earth with poor old Job and said not a word But when they began to talk Job's troubles were enlarged. A great hearted man who had been along life's hard way understood the whole situation when he said to a friend, "I cannot say anything to you now that will be of any value, but I can sit down and cry with you." And he did, which was best of all.

———:———

IF NO ONE NEEDED ME

In this wide world, so sad I'd be
If no one in it needed me.
If no one needed my help in his task
And none ever wished a favor to ask;
If none came to me when weary at heart
And needed a "Pal" to play the part—
Yes, sad to me, this world would be,
If no one in it needed me.

LAST SUNDAY'S SERVICE

Rev. E. S. Summers, pastor of the First Baptist Church, Concord, conducted the service at the Training School last Sunday afternoon. For the Scripture Lesson he read the Fifteenth Psalm, and the title of his message to the boys was "God's Photograph of a Boy Who Would Make His Mother Happy."

The speaker began by stating that on this Mother's Day he wanted to point out certain ways in which a boy could bring happiness to his mother's heart. He referred to the Psalm just read as God's photograph of just such a boy. Man, with the aid of modern inventions, is able to photograph most anything. He can make pictures of flying planes or bombs hurtling through the air. In fact, he can photograph anything visible to the naked eye. Then, to go a little further, the modern X-Ray has made it possible to photograph things not visible to the eye. While all this is wonderful, God is able to make man's ability seem as nothing, for He alone can picture a man's thoughts.

Rev. Mr. Summers then told his listeners that in the Fifteenth Psalm, God gives us a picture of the kind of boy who can make his mother happy, and cited some of the characteristics of such a lad, as follows:

(1) "He that walketh uprightly." This is the outward view. Such a boy is known to do the right things. He doesn't go into places that would not meet his mother's approval.

(2) "He that worketh righteousness." Such a boy does good deeds. Usually, when a boy doesn't have anything good to do, he will get into trouble.

(3) "He that speaketh the truth in his heart." There is nothing better to be said of a boy than that he is truthful. There is not much to be done with a liar until he learns to speak the truth.

The speaker then called attention to the manner in which this Psalm tells us how God shows us His picture of how a fellow thinks of himself and how he thinks of others, as follows:

(1) "He that backbiteth not with his tongue." Such a boy doesn't say mean, hateful things about others. We should not say things behind a person's back that we would not say to his face. A two-faced boy certainly does not bring joy to his mother's heart, nor to his own.

(2) "Nor doeth evil to his neighbor." God's law tells us that we should do good to others. We do not do evil to a person usually, unless we plan to do it. The boy who refuses to plan such actions is a good boy.

(3) "Nor taketh up a reproach against his neighbor." This simply means that it is evil to gossip. A wagging, gossipy tongue can cause untold heartaches among people of all classes.

God can look down into the very depths of our souls and see how we look at things, continued the speaker, pointing out these portions of the Psalm:

(1) "In whose eyes a vile person is contemned." The right kind of a boy will look down upon evil thoughts and acts of all kinds.

(2) "He honoreth them that fear the Lord." This means that the right kind of person will appreciate the good in others.

(3) "He that sweareth to his own hurt, and changeth not." We should always tell the truth, even though it may cost us something. The boy who is willing to swear to the truth, regardless of how much it hurts, is the right kind of boy.

In this picture, said Rev. Mr. Summers, we find that God favors the person who has the right attitude toward his own property and that of others, in this manner:

"He that putteth not out his money to ussery, nor taketh reward against the innocent." The right kind of man will not put out his money in an effort to hurt others. Neither is he the kind of a fellow who loves his money so much that he thinks more of securing it than of anything else. The good boy will not love money well enough to steal it, nor will he "sell out" for a certain sum of money—that is, to take a bribe.

All these things, said Rev. Mr. Summers in conclusion, God puts into the picture of the person who is living the right kind of life. Certain duties are pointed out in this great Psalm, and if they are performed well, we have this assurance in the closing lines: "He that doeth these things shall never be moved." By obedience to God's law early in life, a boy not only makes his mother happy, but he lays the foundation for a succesful and really worthwhile life.

———:———

IN THE LONG RUN

It's just as easy to be good
As it is painful to be bad:—
Let's form this easy habit now
That we will surely wish we had
In the long run.

It's just as easy to be kind
As it is shameful to be mean:
It's easier to lift, we find,
Than 'tis to fall down as we lean—
In the long run.

'Tis easier to smile than frown;
And easier to laugh than fret:
Harder by gossip to pull down
Than lift with praise the friends we've met—
In the long run.

—The Mentor.

COTTAGE HONOR ROLL

Week Ending May 13, 1945

RECEIVING COTTAGE

Thomas Brantley
Claude Bridges
Charles Brown
Ralph Cranford
Samuel Dill
William Hammond
Harry Matthews
James Perkins
Charles Reeves
Charles Young
Norman Hentschell

COTTAGE No. 1

Lyndon Barnett
Hubert Black
Robert Cannady
Horace Collins
Worth Craven
George Cox
Calvin Davis
James Hensley
Robert Holbert
A. J. McCraw
David Prevatte
Clay Shew
Harry Thompson
Benson Wilkins
Lester Williams

COTTAGE No. 2

John Allen
Louie Ashe
Charles Byrd
Walter Byrd
Bruce Honeycutt
Gerald Johnson
Donald Kirk
Chester Lee
Howard Manus
Barney Mills
Harold McKinney
John McLean
Billy Phillips
Hayes Powell
Marshall Prestwood
Melvin Radford
Van Robinson
James Sneed
Ralph Steward
Kermit Wright

COTTAGE No. 3

Charles Allen
James Arrowood
Eugene Bowers
Joseph Case
Charles Earp
Lenzie Elders
Jack Hensley
Emory King
James Jackson Oliver
Robert Peavy
Donald Redwine
Clifton Rhodes
Paul Wolfe
Clyde Wright

COTTAGE No. 4

(No Honor Roll)

COTTAGE No. 5

Randolph Ammons
James Buckaloo
Harold Cruise
Patrick Ford
Allen Gibson
Raymond Pruitt
George Swink
Vernon Swain
Robert Wilkins

COTTAGE No. 6

Arthur Brooks
J. C. Cayton
Carl Church
Thomas Childress
Keith Futch
Jesse Hamlin
Robert Mason
Stanford McLean
Nolan Morrison
Jerry Oaks
Leroy Wilkins
James Waters

COTTAGE No. 7

Russell Beaver
Robert Bradbury
John Hill
Ned Metcalf

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Kenneth Dillard
Ray Edwards
Sebarn Garmon
Liston Grice
Edward Guffey
Richard Johnson
John Linville
James Lowman
Charles McClenney
Leo Saxon

COTTAGE No. 10

(No Honor Roll)

COTTAGE No. 11

Charles Alexander
Odean Bland
Donald Bowden
William Guffey
George Guyton
Alvin Hilton
Fred Holland
Raymond Hunsucker
David Eisenhour
Lee Lockerby
William Lowery
Arlon McLean
James Phillips
Alvin Porter
James Ray
Marshall Sessoms
Maxie Shelly
Ralph Tew
Martin Walters

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

William Black
Raymond Fillyaw
Eugene Frazier
Preston Lockamy
Rufus Massingill
William Whistnant

COTTAGE No. 14

Charles Blakemore
Clyde Bustle
Hugh Cornwell
John Crocker
William Ferguson
Howard Hall
Lawrence Littlejohn
William Rogers
Lawrence Owens
Bruce Sawyer
Grover Shuler
Thomas Styles
Milton Talley

COTTAGE No. 15

Harold Coffey
Robert Flinchum
Gordon McHan
Robert Rivenbark

INDIAN COTTAGE

Ray Covington
James Chavis
Thomas Chavis
Frank Chavis
Donald Hunt
Lacy Jacobs
Clyde Lochlear
Leroy Lowery

INFIRMARY

(No Honor Roll)

———:———

THE WAY

Would you happiness find? Then straightway seek
A sorrowing one, and a kind word speak.
Would you riches win? With nature enroll,
And her beauties rare drink into your soul.

Would you blessings earn? Find one in need,
And give your best in word and deed.
Would find a friend for a lonely day?
Just be a friend; 'tis the only way.

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THE UPLIFT

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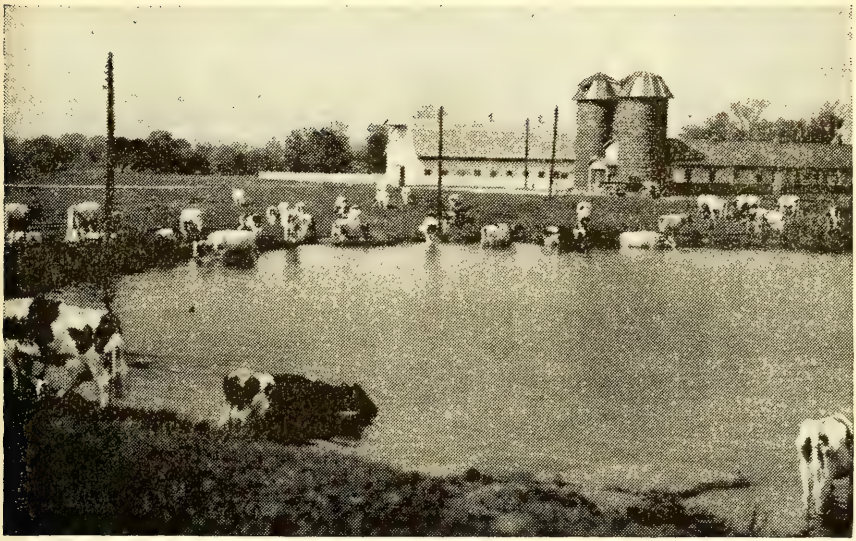

The Dairy Herd Enjoys Cooling Off

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S. G. HAWFIELD, Editor — LEON GODOWN, Printing Instructor

COME ALONG, YOU SPRING

Come along, you Spring! Come along you flowers!—
I've just been sittin' right here for hours,
I've just been waitin' for days and weeks
Till the bud comes up and the robin speaks.

I have put my chair in the warmest spot
When the sun was out (or the sun was not)
And I've watched for Spring while the long hours pass
Come along, you Spring! Come along, you grass!

I have sat and longed for the days of Spring,
For the buds and birds and for everything;
I have sat and hoped for a robin's call
And the first green leaf on the viney wall.

Come along, you Spring, with the joys you've got!
I will sit right here till you're on the spot.
Then I'll tilt my chair by the shanty door—
When you get here, Spring—and I'll sit some more.

—Douglas Malloch.

A YOUNG CAPTAIN'S ADVICE TO GRADUATING LIEUTENANTS

Recently a group of young men at one of the large training camps of the nation attended their graduating exercises. It was a time in their lives when they were being commissioned as officers in the army, and, no doubt, to them it was the most thrilling event of their lives. For months and years they had anticipated this occasion. They had performed in numerous minor positions in the rank, and at the same time they observed the glory and the splendor of other young men who had risen to higher ranks in the army. With yearn-

ing hearts, no doubt, these young men had envied their fellow soldiers and determined within their hearts that if ever the opportunity came to them they, too, would win a commission and would try to become a more important part of the great army dedicated to world freedom.

For this occasion there was selected to speak to these young men a young captain who had just returned from the battle lines of Europe. He was a young man who was fresh out of the agony and the bloodshed of actual combat. He, too, was a young man who had advanced through the ranks, but most of all one who had proven himself in the sterling qualities of a soldier. He was among many who wear the Purple Heart, indicative of the fact that they have dedicated their lives on the altar of their country and have resolved in their heart of hearts that they would march on in the face of danger and death itself.

This fine young man, in speaking to the members of this graduating class, while he was still in his youth, manifested both the seriousness and wisdom of a veteran, and he spoke of five fundamental characteristics of the worthy commissioned officer.

In the first place, he stressed the fact that they had a rich and valuable background of military training and this training had come to them through the rigors and testings of discipline only as they are known in the army. After having gone through this period of training and testing they have demonstrated that they are capable and willing to assume the greater responsibilities that go along with positions of leadership. Great emphasis was given to the need for discipline, whether on the training grounds or in actual combat. It was explained that through discipline the unity of military units is preserved under all circumstances.

In the second place, this young officer emphasized the urgent need for those in positions of leadership to be able to look ahead and to analyze what might be the next step. It was explained that always the man who anitcipates the impending movements of the enemy and prepares for them in his own planning becomes the victor in the conflict. He is the one who avoids being caught unawares. He is the one who leads the fighting rather than have the fighting thrust upon him to his disadvantage.

In the third place, the speaker stressed the importance of a person

in a position of leadership, when he is responsible for other men, being able to maintain among them a spirit of high morale. There are many ways in which this can be done. For instance, the soldier boy always looks forward to getting mail from back home, and every effort should be made in camp to see that the mail is promptly delivered. It was explained also that sometimes it might happen that the person who occupies the position of leadership must take his stand in the face of danger, and this may be his greatest contribution. In other words, it is not always required that he be moving about from one place to another but that he maintain an attitude of being calm and composed.

In the fourth place, it was explained to these young men that they would become somewhat as fathers or godfathers to the men who would be under them. There would be many times when the men in the ranks would come to them with their own personal problems, when they would come to them in their moments of discouragement and despair, and it would be then that the officer would need to understand the situation and be able to give the right sort of counsel.

In conclusion, this young man impressed upon his listeners the importance of an officer always being honest with his men. This necessitates that he live up to any promises which he makes to them, unless his promises should be over-ruled by a higher authority. It was explained that never at any time should an officer practice deceit and thereby lose the implicit confidence of his own men.

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THE PLEASURES OF SPRINGTIME AT THE SCHOOL

For several weeks the boys and the officials of the Training School have been reveling in all the joys peculiar to the spring season of the year. To the boys themselves this is the happiest of all seasons, for it is the time when they can participate in all the outside activities such as sports and games, and then they can work in comfort on the outside. It is during this time of year that the boys can exercise their bodies with full freedom, and when the close of the day arrives they are eager to enjoy a restful night's sleep.

Not only do the boys enjoy the spring season, but for the many animals here at the farm it is that glorious period of the year when

they can enjoy feeding upon the spring grasses and can be out in the open spaces without suffering. On the cover page of The Uplift there is a beautiful picture of the dairy herd enjoying itself near the lake which is located in front of the dairy barn. This seems to be one of the most attractive scenes ever photographed, and we take this opportunity to pass it on to readers of The Uplift.

Last week for the first time this spring the boys were privileged to use the swimming pool. This was one of the highlights in their spring experiences. There was all the fun and laughter that one could imagine, as the boys dived and swam gleefully in the beautiful pool. From now on and during the summer months the pool will be in constant use, and we are sure the boys are going to revel in this privilege.

On last Saturday the new baseball and softball schedules were started, and they will last throughout the remainder of the spring and during the summer months. The schedules provide for participation of both the small boys and the large boys. Last Saturday they had unusually happy times on the playgrounds.

Just at this time the men and groups of boys out on the farm are harvesting the early grain and filling the three silos at the dairy barn. This has been keeping them busy every day. Other groups have been working with the school's truck farm, planting and cultivating such crops as Irish potatoes, sweet potatoes, tomatoes, cabbage, butter beans, snap beans, squash, onions, and watermelons. Generally the boys seem to be perfectly happy if they can drive a wagon, or use a tractor, or plow with the farm animals. This keeps them occupied in the work and contributes much to their happiness and contentment here.

In our spring program we try to maintain a happy balance between work experiences and play opportunities for the boys. We do not think boys have to work too hard, and we think every boy should have an opportunity to play in sports and games under proper supervision. All of these things add up to the fact that spring is our happiest season of the year.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Notes of Interest

By Jack Oliver and Thomas Stallings, 8th Grade

We regret to report that Bruce Sawyer, a member of the printing class, also an eighth grade student, is in the Cabarrus County General Hospital, Concord. He was suddenly taken ill on Friday morning of last week, complaining of a headache and backache. Bruce was taken to our infirmary and was later transferred to the hospital. We all wish him a speedy recovery so that he might resume his work.

Lately here at the Training School the favorite pastime of the boys has been horseshoe pitching and baseball. The boys enjoy these sports very much.

Recently, Miss Holloway, Third Cottage matron, has prepared some very nice meals for the boys. Miss Holloway, before coming to the School, lived in Raleigh. All of the boys in the cottage appreciate her preparing such good meals.

For quite some time the boys have been enjoying an abundant supply of vegetables, which consist of Irish and sweet potatoes, cabbage, etc.

B. T. U. Meeting—Junior Group I

By William Poteat, 8th Grade

To open the meeting, Mr. Snyder, the group instructor, checked the number of chapters in the Bible the boys had read during the past week, and, considering the average grade of the boys, a total of 148 was an excellent record.

After the brief check-up, Charles Alexander gave the story of Joseph's being sold into bondage in Egypt and how his brothers had to bow down to him, just as Joseph's dream had predicted. Although this was an old story, the boys enjoyed hearing it again. Mr. Snyder said that it was one of the most fascinating stories in the Bible, which explains why it is one of the boys' favorites.

Mr. Snyder then gave a talk on the subject of "Jesus, the Good Shepherd." After sentence prayers by all of the boys present, the meeting closed.

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Band Concert

By William Poteat, 8th Grade

On Wednesday night of last week, the Concord High School Band, under the direction of Mr. Warren H. Wilson, presented a "preview" of the Spring Concert which they were to render at the Sauvain Auditorium, Concord, on the following night.

The first number was the National Anthem, which was followed by "Onward, Christian Soldiers." The entire group sang the first stanza of each number.

Following the two intruductory numbers, the band played Collins' "Paragon March." After this followed a number entitled "Gypsiana," by Paul Yoder. This number consisted of a movement contributed by the European Gypsies and Brahm's

"Dark Eyes." "The Toy Trumpet," by Raymond Scott, was heard next.

Next on the program were two of the more classical numbers, "Pilgrim Chorus" and Schubert's "Unfinished Symphony," which were followed by "Clap Yo' Hands," by George Gershwin.

Following this number, was the feature of the whole concert, so far as the Training School boys were concerned. It was entitled "Three Blind Mice." Mr. Wilson explained at first that "as we don't have the three blind mice, we will have to settle for Mickey and Minnie Mouse," to the delight of the boys.

Next was a medley of Southern tunes entitled "Southern Memories." The last number was John Philip Sousa's "Stars and Stripes Forever."

Brought back as an encore the band played another novelty entitled "Nell, the Farmer's Daughter." Farrell White was the narrator.

B. T. U. Meeting—Junior Group II

By Theodore Young, 5th Grade

First on the program we had two songs, "He Ransomed Me," and "When They Ring Those Golden Bells." After the roll call, we had the regular program entitled "In God' House." The parts were given as follows: (1) "Why Are We Quiet in God's House?" by Jack Phillips; (2) "In God's House We Listen," by Ralph Gibson; (3) "In God's House We Sing," by J. C. Cayton; (4) "In God's House We Offer Gifts," by Theodore Young; (5) "In God's House We Serve God Only," by William Brooks.

We then went over the parts and learned what they meant. We were very glad to have some visitors present Last of all, we had some sentence prayers by Harry Thompson, William Brooks, J. C. Cayton, Talmage Duncan, Robert Helms, William Ussery, Joseph Case, Clifton Rhodes, Jack Phillips, Samuel Lynn, Earl Green and Earl Gilmore. Mr. Puckett closed the sentence prayers.

B. T. U. Meeting—Intermediate Group

By Jack Oliver, 8th Grade

The program was opened by the singing of a few songs, after which was a discussion as to what the title, "Our Brothers of Other Races," means to us. The parts on the program were as follows: (1) "Physical and Spiritual Food," read by Mr. Iley; (2) "A Foundation for Building Right Attitudes," by Gerald Johnson; (3) "Knowledge and Support of Foreign and Home Missions Necessary," by Ray Edwards; (4) "Christian Attitudes Toward Those of Other Races Who Live in Our Community," by Kenneth Staley; (5) "What Do Ye More Than Others?" by Charles Allen.

We then answered questions about these parts and had a suggestion on how we could increase our love for others and have them think more of us. After the singing of another song, the group was dismissed.

Program at Cottage No. 2

By Barney Mills, 8th Grade

The boys of Cottage No 2 had a program last Sunday evening under the leadership of Mr. Tompkinson.

First on the program was the 11th

chapter of Mark, read by John Allen, and then a prayer was offered by John McLean. Melvin Radford sang a beautiful old hymn, "Sunrise." Gerald Johnson, Barney Mills and William Phillips recited the peoms, "Eldorado," "The Sea Gypsy" and "Child of Long Ago." We all sang a song entitled "Stepping in the Light." Bruce Honeycutt then recited a poem, "My Choice," after which we all sang "The Old Rugged Cross." Gerald Johnson and Walter Byrd sang "In the Garden." Marshall Prestwood and Barney Mills recited two poems, "March" and "Captain Colin P. Kelly, Jr." The program closed with all joining in the singing of "Follow the Gleam."

Swimming

By Thomas Stallings, 8th Grade

On Saturday, May 19th, the boys of the various cottages began swimming in the school's indoor pool. The Training School has a large and beautiful pooll in the building adjoining the gymnasium. The boys of two or three cottages went swimming at the same time, the periods lasting from 3 o'clock to 6 o'clock.

Most of the boys know how to swim, and they teach the ones who do not know how to do so.

We were not able to begin swimming at an earlier date on account of the weather, but from now on, the boys of each cottage will go to the pool twice a week.

Boys Released

By Leonard Bradley, 8th Grade

Recently three boys from the Training School were released to go to their homes, as follows: Clifford Shull, Hickory; John W. Love, Charlotte; Raymond Hunsucker, High Point.

While at the school these boys have made fine records. We hope they will continue to make good at home and be of some help to their parents.

New Boys Enter School

By John Allen, 8th Grade

On Tuesday, May 15th, ten new boys, just sent from the Receiving Cottage, began school in the various grades. These boys went from the Receiving Cottage to other cottages on Monday evening. They are placed in school grades as follows: Troy Arnett and James Hensley, eighth grade James Shook, fourth grade; Glenn Rice and John Roberts, third grade; John McKinney, Hubert Pritchard, Floyd Bruce and Clyde Hill, second grade; Donald Branch, first grade.

We hope that these boys will make good records while they are here and may get along nicely with the other boys.

Room Decorations

By Jack Gentry, 8th Grade

The eighth grade room is now being decorated. Famous paintings are in one group and religious pictures are in another group.

The fifth grade pupils have been drawing pictures to decorate their room. Flowers and birds are the pictures.

The fourth grade pupils have drawn some pictures and decorated their room. Flowers, book reports, posters and mounted pictures are on the wall.

The first grade has a mural picture of the farm, "Little Black Sambo,"

some additional copies of famous paintings and a collection of bird pictures and story pictures.

The second grade pictures are chiefly of birds. The boys drew these pictures. The bird boxes add very much to the appearance of the rear of the room, where the pictures are located. The boys also made the bird boxes in the workshop. The boys have also collected a group of pictures which are placed on the bulletin board in the front of the room. These pictures are of pets and farm animals.

Eighth Grade Boys Sing Sunday

By Leonard Bradley, 8th Grade

Last Sunday morning, while in Sunday school, the eighth grade boys were called upon by Mr. Hawfield to sing a song. They sang "Have Thine Own Way, Lord." These boys were again called upon during the preaching hour in the afternoon to sing two more songs. These songs were "Stepping in the Light" and "The Banner of the Cross." The eighth grade boys enjoyed singing very much.

Cub Scouts Organized

By Jack Oliver and William Whistnant, 8th Grade

Recently the School organized a Cub Scout Pack, which is Pack No. 61. We have an enrollment of fifteen boys, whose ages are ten and eleven years. They are as follows: Robert Mason, Edward McCall, Lester Ingol, Joseph Duncan and Nolan Morrison. Mrs. James Dotson is the Den Mother, and Jack Oliver is Den Chief.

Clay Shew, Carl Goard, Keith Futch, Jerry Oaks and Jesse Hamlin are in the group with Mrs. H. F. Tomkinson as Den Mother and Robert Flinchum as Den Chief.

Thomas Childers, William Hawkins, Jerry Peavy, Edward Guinn and Richard Davidson are grouped with Mrs. Frank Liske as Den Mother and Bruce Sawyer as Den Chief. During Bruce Sawyer's illness, William Whistnant is substituting in his place.

We had our first meeting on Tuesday night of last week, and it was a success. We plan to have a program on Sunday, May 27th, over which Mr. Ashwill will preside.

Friday Morning Program

By Jack Oliver and Thomas Stallings, 8th Grade

To begin the program, Miss Baird read a Bible story from the book, "Peep of Day," after which Mr. Hines led us in prayer. The boys then sang two songs, "America" and "Onward, Chirstian Soldiers." Mrs. Morrison led the singing and Miss Davis played the paino.

Mr. Hines then read an article on assembly manners. He read that when you come into the auditorium, you are supposed to take your seats quietly. When arising to sing, or for other reasons, you should rise together and do it quietly. He said that since we use our auditorium for church services, we should come in reverently. It was also stated that if it is necessary for you to leave before the program is over, we should walk quietly so as not to disturb those who remain. There also a good many other rules that we did not know about.

The program was closed by the singing of "America, the Beautiful."

Our Band

By William Whistnant, 8th Grade

Our band, under the direction of Mr. Warren H. Wilson, is making a lot of progress. It might be interesting to know that the band boys are going to get uniforms before long. The concert held at the School last week was enjoyed by all the boys.

The first two numbers were by the Training School band alone. Then the second band of the Concord High School joined us in playing.

The boys who play in the band are as follows: William Poteat, saxaphone; Forrest Cowan, clarinet; Theodore Young and Robert E. Lee, trumpets; Gerald Johnson, baritone; Charles McClenney, bass horn; Marshall Sessoms, snare drum; William Whistnant, bass drum; John Allen, trombone; Robert Helms, baritone; J. B. Wilson, mellophone.

Boy Scouts Attend Camporee

By Jack Oliver, 8th Grade

Recently, eight of the Boy Scouts from the Training Sshool went to the Scout Camporee. The patrol was the Flaming Arrow. We were a little late, but that didn't matter. The boys had quite a time pitching the tent. After it was up, our beds were made up "on the ground." This was done by Bruce Sawyer and Craven Callihan. Then we prepared supper, which consisted of sandwiches, beans, milk, hot chocolate and bread.

After supper, we assembled with the other patrols for the evening program. When the program was over went to bed before "taps." Next morning, we got out of bed at 6:15 to get ready. After breakfast, we cleaned up our camp site and fixed some "camp kinks." The "kinks" consisted of a walk made of bricks, also an arrow and other things made of bricks. About 7:30 the inspector started around. There were three ribbons for prizes. The blue ribbon was the highest prize. By the time the inspector made his round it was about 12-o'clock.

The rain was bad so we planned to leave as soon as possible. We then gathered in the mess hall, where we had a few contests before packing our packs. The scoutmasters were then told which ribbons their troops had won. Our troop lacked just twenty points to win the blue ribbon, which was very fine.

The boys from the School making the trip were: Bruce Sawyer, David Perkins, Jack Oliver, Robert Flinchum, William Hammond, David Prevatte, Harry Matthews and Craven Callihan.

Are you downcast and discouraged? Try doing good to someone who needs help, courage, cheer. You will be surprised at the mental uplift it will bring you. You may never know the encouragement such kindness gives to the struggling soul. The highest worship of God is doing for others.—Exchange.

GOVERNOR CHERRY'S ADDRESS AT DEDICATION OF UNION COUNTY HEALTH CENTER

(The Monroe Enquirer)

"Every American regardless of creed, color, or economic status, is entitled not only to life, liberty, and the pursuit of happiness, but also to good health, in order that he may properly enjoy these blessings—not as a matter of charity, but as his or her inherent right.

Health is the basis of human happiness; the cornerstone upon which rests not only the welfare of the individual, but of the nation, as well. I emphasized this principle in my platform when seeking the nomination for the office of Governor; also in my inaugural address. In each case, I urged the adoption of a program that would provide for the medical examination of and adequate care for all children in the State whose parents are not able to provide these. I pointed out then, and I reassert now, that such a program is in no sense intended to be a plan of socialized medicine; but it is my earnest conviction that where parents are unable to finance the cost of remedying physical defects among their children, the State should assume that cost. This is neither "federalized," "socialized," not "State" medicine but the fulfillment of a solemn human obligation."

Continuing, Governor Cherry said: "Altogether too many of our young men have been turned down by draft boards because of physical defects which could have been remedied by proper medical care in childhood. Until this whole subject is reviewed, the question of our standing as to the percentage of rejectees will remain a debatable subject; but whatever our rank in this matter, we should determine to give our children the best in the way of health opportunities, in order that they may be fitted for the tasks that lie ahead. We know that upon their shoulders will fall responsibilities unparalleled, perhaps, in human history, as they, taking our places—picking up where we left off—strive to build a world in which the barbarities of the immediate past can never be repeated.

If we are to get the most out of the millions we are investing in public education, we must make certain that our children are healthy. Education cannot reach its full fruition in the mind that is housed in a diseased body or one that is impaired by defects. If these defects can be remedied, but are not, because of our indifferences, then upon our shoulders the blame must rest.

It is as much the right of every man, woman, and child in North Carolina to enjoy the benefits of public health as it is to enjoy the benefits of public safety, public roads, public schools and the many other things for which we pay, in taxes and take as a matter of course.

"We labor under no illusions," said the Governor, "of having received charity when we send our children to the public schools, when we ride along

our highways, when we look about us and see policemen ready to protect us against the criminal element. Such services belong to us, as citizens.

Public health is simply mass protection. It in no way jeopardizes the livelihood of the private practitioner, who has invested his money in a medical education and has the right to expect a reasonable return therefor. In fact, it takes many burdens from his shoulders, enabling him to give his time to those who are able to, and who should pay him for his professional services. The average doctor cannot be expected to be responsible for mass protection against communicable diseases for which preventives have been discovered. That is a matter for the State, just as the State provides the legal machinery for guaranteeing all its citizens justice in the courts. But because such machinery has been provided for mass protection against crime and injustice, this does not mean that the private practitioner of law must go out of business. Not at all. His services are made to fit into those provided by the State."

The same is true of medical doctors, as to their relation to public health. In fact, in the early years of its existence, the North Carolina State Board of Health consisted of the entire State Medical Society, which acted through a committee, and today four of the eleven members comprising the Board are elected by and from the membership of the State Medical Society.

As most of us know, there are two branches of medicine—curative and preventive. These are so interdependent that the success or failure of one means the success or failure of the other. The line of demarcation is often vary faint, perhaps, in the eyes of the layman. It is, therefore highly advisable that each person who is able to do so go to his private physician for periodic check-ups, in order to prevent the preventable while there is yet time. The Psalmist declared: "I am fearfully and wonderfully made; marvelous are Thy works." The human body is a delicate piece of machinery, fashioned by the Great Architect of the Universe; and to the declaration of the Psalmist, Saint Paul added: "Your body is the temple of the Holy Ghost." This imposes upon man an added responsbility. He should protect his body against disease, not only because of its value as the instrument with which he must work and receive wages to care for himself and those dependent upon him for support, but also as the dwelling place of the highest ideals of life."

"We hear much these days about the dignity of the individual, and to preserve that dignity, millions, during the past five and a half years, have suffered and died. Unless we make their great loss our priceless gain, their blood will have been spilt in vain, and we can never hope for that final brotherhood of man toward which we look forward and for which we so earnestly pray. We have won great military victories; we have overcome enemies which appeared to be all but invulnerable, as they went up and down the world spreading death and destruction among innocent men, women and children. But unless we translate these military victories into spiritual gains, we may well ask ourselves that searching question: "For what shall it profit a man if he gain the whole world and lose his own soul?"

Just over a month ago this nation and the world suffered a staggering loss in the death of our late President,

Franklin Delano Roosevelt, whose life was dedicated to the highest ideas of mankind, but more especially to helping the weak and the underprivileged. He was truly a friend of man, and he left us an incentive unparalleled, perhaps, in history. Though himself afflicted in body, his great mind towered into the blue skies of clear and sympathetic thinking, and "seeing the multitudes, he had compassion upon them."

Through the agencies at our disposal, it is possible for us to achieve much toward the uplift of humanity —and I know of no more important medium through which this can be accomplished than through the organization we know as Public Health, to which this building stands as a magnificent tribute to our effort in behalf of mass protection against preventable diseases.

We have in North Carolina a State Health Department which is regarded as one among the very best in the United States. This is borne out by the fact that in time of peace, when international travel is permitted, the North Carolina State Board of Health is visited by public health workers from all parts of the world, who come to study the methods we employ. Preceding the opening of hostilities that grew into World War II we had visitors from every continent—from Turkey, Hungary, Great Britian, India, the Philippines, Hawaii, the West Indies and many other places. During the past year, public health workers have come from the Argentine, Brazil, Ecuador, Chile, Mexico, Costa Rica, the Republic of Panama, and other South American and Central American countries. They come, for the most part, under the sponsorship of the Rockefeller Foundation, in whose eyes the North Carolina State Board of Health occupies an important place, not for any sentimental reasons, to be sure, but because of its achievements.

Public Health, as I have said, is dedicated to the prevention of disease; and, I might add, to the alleviation of suffering among the underprivileged."

The Governor continued, "This health center, which today we are dedicating in the progressive county of Union, stands as a tribute to preventive medicine, and its importance will be demonstrated to a great degree with the passage of time.

This is one of seven such centers that have been erected in North Carolina defense areas with the aid of federal funds provided by the Lanham Act. Whether there are more such centers will depend upon the passage of what is known as Senate Bill 191, now pending in Congress, which would provide aid to States wishing to erect such centers, not only in defense areas, but anywhere they are needed and counties will match funds. Hence, the passage of this bill is of extreme importance to the public health picture, as it would make available the sum of $110,000,000 for hospitals and health centers throughout the United States."

A public health worker recently made this suggestion, which I pass on to you as food for thought. "What," he asked, "could be a finer monument to men in the armed services from any county who have made and will make the supreme sacrifice, than a health center? Some communities are considering the erection of auditoriums, others playgrounds, and still others, monuments, but what finer monument could be erected in any county than a health center, dedicated to the saving

of human life and the preaching of the gospel of disease prevention?

You have only to consider the quarters in which your county health department formerly was housed to appreciate this magnificent plant, which stands as a beacon of progress. It is not only a tribute to the advance of public health, but a civic asset, as well.

The plant we now dedicate not only symbolizes the dignity and importance of health, but the dignity of the individual, who, to be at his best, must be healthy.

North Carolina has come a long way down the path of material progress during the past two or three decades. We have kept abreast of the times, and in many instances we have blazed new trails. We have not achieved perfection, and we never will, because perfection is something that at best, can only be approximated, but never reached. Yet we have many reasons to rejoice in our achievements, especially those reached through our desire to serve humanity.

Long ago, we realized we could not live in mud and ignorance, and we provided facilities for our emergence from both. We now know that we cannot make terms with any disease than can be prevented. We must with the help of science, prevent the preventable. We intend to do just that. We have provided the means for universal education, and each of us looks forward to the day when not only more than 95 per cent of our people—as is now the case—enjoy the benefits of organized public health, but one hundred per cent. What has been done here will go a long way toward furnishing an incentive for that goal.

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BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of May 27, 1945

May 28—James Teague, Receiving Cottage, 15th birthday.
May 28—Harrison Minor, Cottage No. 5, 13th birthday.
May 28—Jeter Green, Cottage No. 4, 15th birthday.
May 29—George Bridges, Receiving Cottage, 14th birthday.
May 29—Claude Bridges, Receiving Cottage, 14th birthday.
May 30—Ray Naylor, Cottage No. 7, 13th birthday.
May 30—James Lowman, Cottage No. 9, 16th birthday.
May 30—Curtis Butcher, Cottage No. 5, 16th birthday.
May 30—James Ray, Cottage No. 11, 15th birthday.
June 2—Thomas Styles, Cottage No. 14, 13th birthday.
June 2—Landon McKenzie, Cottage No. 14, 15th birthday.
June 2—Robert Mason, Cottage No. 6, 11th birthday.
June 2—Conrad Cox, Cottage No. 9, 17th birthday.

TRUE PATRIOTISM

Adapted from an Address by Wallace E. Caldwell

In our imagination, let us take a journey to a distant land, far back into the centuries of time, hoping that we may see something and perhaps learn some lesson to help us all as we travel along.

Let us assume that we are boarding a liner bound for Southern Europe. In our modern ship with its steel sides, water-tight compartments and turbines, we speed across the water, until we enter among the islands of the Aegean Sea. We are standing on the after-deck when suddenly a dense mist envelops us. In an instant it is clear again, but what a change has taken place. Only the sea and the islands are the same. Our ship, wooden and much smaller, has become a curious shaped affair with a high stern, forward, and after decks, and a low, sharp prow. It is driven along by more than 150 oarsmen ranged along the sides in three banks. In the stern, a boatswain keeps time for them with a cry of "op-o-op," while a flute plays and the men, eager for the home they are nearing, chant "rhup-pa-pai" as they pull.

We glance at each other. We, too, have been transformed. For clothes we have only two pieces of woolen cloth; one a tunic or chiton wrapped around us, above the knees, and held in place by shoulder straps and a belt; the other over this, is a cloak or himation, cut like a sheet, carefully draped over our left shoulder and reaching below the knees. We wear no hats and, while a few may be wearing sandals, most of us are barefoot.

Our boat moves swiftly over the waters. Let us look around and see where we are. The air is mild but there is a tang to it that makes us want to be up and stirring. Sky and water are a deep blue and the clouds above are sparkling across the wide expanse of sea, dotted here and there with islands, like stepping-stones in a brook. The coasts are uninviting until we glance ahead at the port we are approaching. In the distance we can just make out a harbor fortified by a high wall. Coming closer, we see that it is filled with ships of all nations. Boats of all sizes and shapes were plying about. Yonder skims a long, narrow ship moving with fine speed and armed with an unusually long prow. That, we learn is an Athenian dreadnaught. For this is Piraeus, the port of Athens.

As we disembark we find that we have landed in a busy market town. Greeks, Egyptians, Phoenicians, Persians and persons whose nationalities we have never heard of are hustling about, trying to sell their various wares; while here and there strolls a stately, graceful Athenian, followed by his slaves, keeping an eye on his business interests.

On the road to the city we walk between two high walls which run the four miles from Piraeus to Athens, built to make passage secure in wartime. Ahead of us lies Athens in all her glory. We pause a moment to gaze at the scene. In the center of the city there rises a huge rock mounted by a wonderful marble staircase and crowned with the beautiful temples of the gods. The largest and most beau-

tiful is the Parthenon, temple of the city's first citizen, highest ideal and patron Goddess, Athena, Goddess of Wisdom. Nearby her home and overlooking city and harbor with calm gaze, stands a bronze statue of the same Goddess, Athena Promachos, Athena who fights for us.

As we enter the city we are surprised that no one stops us as strangers, till we realize that the change is complete. We have become fifth century Athenians. This is our city and Athena is our ideal Goddess. Your are Athenian schoolboys and many a black look do you cast in my direction, for I am a grammatistes or teacher. In my hand I carry a switch which I am free in applying, for "he that is not flogged cannot be taught." Each of you is followed by a severe looking old slave, your paedagogus. He carries a threatening cane and goes with you at all times to see that you wear your clothes properly, that you walk along the streets modestly and quietly with proper reverence for your elders. At home and at school you must sit correctly, rise when older people enter and keep silence in their presence. At meals you must eat with correct manners, using your left hand for your bread and your right for all other food. For all these things go to make a well-bred Athenian and your paedagogus must see that you do them.

You rise early, for school begins at daybreak. Your peadagogus escorts you to school, which is at the teacher's house, and waits for you there. There are no desks and often no chairs. The only decorations are statues of Apollo and the Nine Muses. This part of your education is called Mousike.

As younger boys you were taught to read and write. At first you wrote on a waxed tablet with a sharp steel pen. To erase you simply rubbed the wax with the pen handle. As you grow older and more advanced, you are allowed to write on papyrus with a reed pen and lamp black ink.

All lessons are prepared and recited at school. The younger of you are reading Homer. Long passages of the Iliad and the Odyssey must be learned, and you must stand and recite them with intelligence and expression, showing both the beauty of the language and the action of the selection. Portions dealing with great heroes or containing high moral lessons are emphasized and carefully explained by the teacher. You study a little arithmetic, at which you are not very good.

At about the age of fourteen you begin the study of music, which means singing, playing on the lyre, a harp-like instrument. You must understand the good lessons taught in the old songs, that you may gain in conduct and manners. An Athenian gentleman must be able to play and sing for the entertainment of others and his own pleasure.

By the time recitations are finished, the morning is gone. After lunch you go by the river Ilissus to the palaestra or athletic fields. The program consists of running, jumping, discus and spear throwing and wrestling. A boy must take part in all sports. He is not allowed to specialize. Through sports your individuality is brought out and developed and you learn to know your own powers.

The oldest of you study dancing that you may take part in the great celebrations in honor of Athena. These dances must be of the finest character, perfect in rhythm and grace.

After all this exercise, you take a good cold swim in the Ilissus. In the evening you sit around and listen to your fathers talk of the happenings of the day in the city, or perhaps, there is a grandfather who can tell you of the days when he, as a young man, fought bravely against the Persian invaders and drove them back. Although it is still early, to bed you go, tired and happy.

Such is your daily life. Your friends who are over sixteen have said a willing farewell to their teachers, and are spending their time in the public places, listening to the older men and learn of the laws and politics of the city. When they become eighteen they will be sworn in as citizens. Then after two years spent in military training, they will be ready to serve Athens in every way.

We wonder why all this study and training that take so much time and labor. Going through Athens one day we passed a court where a young man was taking his citizen's oath on his newly acquired arms. Curious as to what lay before us, we stopped, and this is what we heard:

"I will never disgrace these sacred arms, nor desert my comrades in the ranks. I will fight for the sacred shrines and the property of the state, both alone and with many. I will hand down my fatherland, not only not less, but greater and better than it was handed down to me. I will obey the magistrates who may at any time be in power. I will observe the laws, both those now existing and those which the people may hereafter pass. If any person seeks to annul the laws or to set them at naught, I will do my best to prevent him and I will defend them both alone and with many. I will honor the religion of my fathers. I call to witness the Gods of Athens."

Here lies the aim of all your striving in education, for a high grade of ability is necessary for the performance of this oath. Your teachers have not sought after mere acquirement of knowledge, but those high mental qualities, combined with the best of those moral and physical. They have tried to make of you an ideal type of manhood, a gentleman and a man worthy of the freedom of your great city and her mighty history. It is their desire that you may be a credit to and bring honor to the city which fostered you, and to the clearheaded, beautifully formed Goddess of Wisdom, Athena, whose three supreme gifts are self-reverence, self-knowledge and self-control. As a citizen of Athens they want you to be the finest men ever developed, intellectually and physically, who have caused Athens to be called not only the school of Greece, but of the whole civilized world.

Let us now depart from our imaginary journey. The scene changes once again. We have left fifth century Greece far behind and are entering the harbor which we left. It is twilight and the dusk is settling over the city. As we gaze, we see, not a statue of Wisdom, an inspiration to a city, but "Liberty Enlightening the World." Americans all, there comes over us a sense of our privileges and our responsibilities as citizens of a country whose mission is symbolized in that statue. We remember that we have learned of her glorious history, of her great men, of the great deeds accomplished and the greater problems yet ahead and waiting to be solved, in the task of the enlightening of the oppressed of this world. We wonder

what part we can take in such a mighty work we recall our ordeal in ancient Athens, that we might develop the best and the finest that there is in us in every way, in order to become thereby citizens worthy of the land which is our fatherland and a credit and honor to it. There comes to our minds a passage of the oath we heard in Athens: "I will hand down my fatherland, not only not less, but greater and better than it was handed down to me."

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YOUR MISSION

If you cannot on the ocean
Sail among the swiftest fleet,
Rocking on the highest billows,
Laughing at the storms you meet,
You can stand among the sailors,
Anchored yet within the bay,
You can lend a hand to help them,
As they launch their boats away.

If you are too weak to journey,
Up the mountains steep and high,
You can stay within the valley,
While the multitudes go by.
You can chant in happy measure,
As they slowly pass along;
Though they may forget the singer
They will not forget the song.

If you cannot in the conflict,
Prove yourself a soldier true,
If where fire and smoke are thickest,
There's no work for you to do,
When the battle-field is silent,
You can go with careful tread
You can bear away the wounded,
You can cover up the dead.

Do not then stand idly waiting
For some greater work to do,
Fortune is a lazy goddess,
She will never come to you.
Go and toil in any vineyard,
Do not fear to do or dare,
If you want a field of labor,
You can find it anywhere.

—The Speakers Library.

AGRICULTURE AFTER THE WAR

By Chris L. Christensen in We the People

In planning for postwar agriculture we should aim to assure every reasonably efficient American farmer an acceptable American standard of living. On first thought that goal may sound selfish. Actually it is not, for rural people are entitled to a fair return on the capital and labor they invest. And even more important, it is to the advantage of the whole nation to give farming an economic soundness that will attract and hold our best rural citizenry on the land.

One of the biggest problems in agriculture has been the belief that "anyone can farm." Frankly I have never liked this idea. The future of farming and of producing food for the nation depends on a recognition that farming is a skilled occupation. It can be kept skilled by rewarding skill. We should not inflict subsidized competition on self-supporting rural people.

Yet there are three conditions which must exist before the large share of our farming will be on a good basis. These are:

1—Fairly full employment in industry.

2—A recapture, in some measure, of our foreign agricultural markets.

3—A stepping-up of research and education in agriculture.

Unless those objectives can be attained, I see no alternative but a decline in the importance of agriculture, a reduction of its contribution to national life, a continuation of agricultural relief, or a combination of the three. Those answers are not acceptable to a free and independent people.

First, then, let us consider full employment in urban production.

Agriculture is inseparably tied to the ups and downs of industry. Low urban employment, with correspondingly low purchasing power, hurts farmers as much or more than it hurts city people. Few of us realize how much city consumers reduce their purchases of ordinary foods and fibers when their incomes decline below certain levels.

Furthermore, full urban employment can, to some extent, relieve the pressure on the land, by giving adequate employment to rural young people who lack the talent or the desire for farming.

Finally, full industrial production supplies the goods for which farmers can trade their agricultural produce. In my estimation it is a near impossibility for industry and agriculture to achieve a sound exchange balance by either or both of them not producing. True, both will frequently recognize a need to shift from one line of production to another. But there is valid reason to doubt whether reduced production can ever bring muct real profit for the nation. In other words, I think we should be interested in a national economy which provides for the production and exchange of "more for more," not "less for less."

Next let us examine the significance of world trade.

It is safe to assume that many

American farmers in the post-war world will continue to find their farm situation so adapted to cotton, wheat tabacco, or certain livestock production methods, that they'll keep on producing these goods in quantities larger than the nation can use. If we cannot regain foreign outlets for these products, the only alternative is governmental restriction on their production.

But we can regain our export trade. I am confident that it can be accomplished if nations are assured of their national security, making it unnecessary for them to build self-sufficient economies in preparation for war; if all nations obtain access to raw materials; and if nations such as ours will lower their tariffs so other nations may sell to them.

We in the United States are enthusiastic free traders with regard to exports, but extreme protectionists regarding imports. But we must realize that for a nation to buy from us, it must also sell to us. Tariff barriers cannot and certainly should not —be removed overnight. But we do need a long term readjustment of trade limitations. It is wise to remember that other nations will not "flood" us with any greater quantity of goods than we, in turn, export to them. Then, as now, trade will arrive at an equilibrium, and there will be no influx of foreign goods without a corresponding outflow of our own. The trade barrier works both ways.

Of prime importance to a sound rural economy is a continued effort toward better farming.

History does not record an instance in which any large economic group has improved its position except through increased efficiency. I doubt if agriculture can do so by any other means. That is where science and education come into the picture

American farmers have made marvelous records in production, largely because they have been alert to the findings of agriculture research. In the entire Corn Belt, hybrid corn has brought greater yields and cheaper meat animal production. In my own state of Wisconsin, artificial breeding rings for dairy cattle are taking the services of highly productive herd sires to all parts of the state. In every section of the country, experiment stations and research workers are developing disease-resistant and highly productive plant varieties. At the same time research is reducing the costs of farm production, through pointing the way to improvements in buildings and equipment.

The operator of the family farm wants the kind of machinery that will help perpetuate the family farm—equipment that will save time, eliminate hard labor, and sell at a reasonable price. That is a large order, but I am sure that farm machinery people, together with research men from our agricultural experiment stations and the United States department of agriculture are capable of filling it.

One more piece of research will be increasingly important to farmers; studies on the industrial utilization of farm crops. Each new use for the staple crops of which we have recurring surpluses will be of tremendous significance to farmers, supplying one more cushion against the kind of over-supply which can be handled only by distruction or limitations of production.

America's future is inextricably tied up with the future of agriculture. If the nation is to prosper it

will do so only when it has achieved a stable farm economy, based on an intelligent, able efficient and skilled society of rural people.

Part of the ability to achieve this economy depends on the leaders we select. Much of it depends on how we, on the farm, seize and use the tools of better farming in the years to come. That it be achieved is of serious concern to every American.

Nummerical tables of the proportion of people engaged in agriculture imply that it is decreasing in its influence on our national life. But every thinking person realizes that the farm is still the heart and the life blood of the land.

OUR DUTY

There's a heap of satisfaction
Helpin' a boy to make the fight
When he shows he has ambition
To try to do what's right.

Most all boys are good boys
And will make the finest men;
But we'll have to stand their noise
And correct them now and then.

Remember we were boys once
And just to have our fun
Maybe once you were the dunce;
Same with every mother's son.

So let's remember way back there
We were helped to understand
Now show the boys we'll play fair
And extend a helping hand.

These boys will take our places
When our span of life is past,
And we now can form the basis
How their life's die is cast.

If we fail to do our very best
In the training of these lads,
Then we've failed to meet the test
And not worthy to be dads.

So let's do the best we can
To guide each boy in right;
And when he grows to be a man
He'll try with all his might.

—Contributed.

IT IS DISCOURAGING

(Mecklenburg Times)

One does not have to be a student of the Bible or a devout Christian to know that the San Francisco Conference got off on the wrong foot. It has been stated that no Opening Prayer was offered at the Conference. This was explained by those in charge as being necessary because there were some atheists present representing communistic countries.

Personally we do not think that this excuse is valid and it has caused everyone who believes in the Word of God, whether they live it or not, to doubt the outcome of the Conference for Peace. We cannot help but remember the words of Dr. R. A. Forrest, noted Southern Presbyterian preacher and religious leader when he said, "There was no prayer at the Versailles Conference during the last World War and reference to the Almighty was entirely omitted."

We believe, like Dr. Forrest and other Christian leaders, that God, in all His Infinite Wisdom, will not allow any treaty affecting the people of His earth to be stabilized and successful when He is omitted. It is, in our opinion, sacreligious for any group of countries to seek Peace by pacifying any atheist or group of atheists.

The one hope is that the Christian people of America have individual and group Prayer Meetings for the success of the Conference. As yet our Church membership as a whole, have not realized the importance of calling on the Almighty to guide the delegates of the Conference. That they need His guidance is evidenced plainly at this time.

This paper offers praises to the Churches that have set aside a few days, or even one meeting, for Prayer for the success of the great Conference.. Our Churches, locally, represent Thousands of Dollars of investments and Billions in the Nation. They should be used more often by all of us. Many of us visit them only once a week and too many never visit them at all. The very fact that we were proud enough to aid in the erection of beautiful edifices for Worship should make us take pride in humbling ourselves before the All-Wise Disposer of Events, and seek His leadership as our President is doing, and as he did on his radio address to the Conference.

The Churches are here. There is no question but that our community would be unlivable without them. Yet as buildings they cannot reach the Heavenly Father, they must have a repentant church membership to seek deliverance from such earthly devils as Hitler and Tojo and their cohorts. Let's use that Church on the Home Front. Our boys are using the Great Outdoors all over the world to pray for Victory and Peace. They are finding answers to their prayers. They found it in the last World War only to come back to a Country that forgot and faced punishment in a great depression that brought our standard of living down until we realized that only prayer could send us a Deliverer from our misery.

All of us can remember when we earnestly sought enough money for bare necessities and not finding it we prayed. Ultimate enough of our ci-

tizens humbled themselves and we were rather quickly given relief, in much the same manner that the Lord sent Manna to his people. Let us not forget that the skies opened once before and brought blessing for us and our children. Let us also remember the relief came only after we were an humble people, taking no great pride in dress or earthly possessions but merely trying to get the most meagre comforts of life. Remember this punishment can visit us again, no matter how great or how small our material assets might be.

SINNERS AND SAINTS

When some fellow yields to temptation,
And breaks a convention or law;
We look for no good in his make-up,
But, my, how we pick up the flaw.
Nobody asks how he was tempted,
Nor allows for the battle he fought;
His name becomes food for those jackals
The ones who have never been caught.

"He has sinned," they proclaim from the housetops
They forget the good he has done;
They tell how he has lost his last battle,
But not a word about those he has won.
"Come hither and gaze on the sinner,
And by his example be taught
That primrose paths lead to the devil,"
Cry those who have never been caught.

I'm a sinner, Oh Lord, and I know it!
I am weak and I blunder and fail
As I'm tossed here and there on life's ocean
Like a ship that is caught in a gale.
And I'm willing to trust in Thy mercy,
Whose blood our forgiveness once bought,
But deliver me, Lord, from the judgment
Of those who have never been caught.

—Author Unknown.

THE COST OF PEACE

(The Speakers Library)

Mr. Suttles, of Greensboro, N. C., writing to the Daily News of that city, quotes a story from Lincoln Steffens' Autobiography that should make us think.

It was the morning of the third day of the meetings of Clemenceau Wilson, and Lloyd George, just prior to the peace conference.

M. Clemenceau speaks: "I desire before we go any further to make clear one essential point: I have heard something about a permanent peace. There has been a great deal of talk about a peace to end wars forever, and I am interested in that. But I would like to know whether you gentlemen meant it, the permanent peace?"

Wilson and Lloyd George nodded.

"So," Clemenceau said, "you really mean it! Well, it is possible we can do it: we can make permanent peace. But we French cannot quite believe you mean what you say. Do you, Mr. President?"

Mr. Wilson did.

"And you, Mr. Premier?"

Lloyd George did.

"All right," Clemenceau muttered. "We can make this permanent peace. We can remove all the causes of war. Have you gentlemen counted the cost of such a peace?"

There was some hesitation at that. "What cost?" they asked.

"Well," said Clemenceau, "if we give up all future wars—if we are to prevent war, we must first give up our empires and all hope of empire. You, Mr. Lloyd George, you English will have to come out of India, for example. We French will have to come out of North Africa; and you Americans, Mr. President, will have to come out of the Philippines and Puerto Rico and leave Cuba alone. . . We can go to these and other countries as tourists, traders, travelers. We cannot any more govern them and exploit them or have the inside track in them. We cannot longer possess the keys to trade routes and the spheres of influence.

"We must also tear down our tariff walls and open the whole world to free trade and traffic. There are also other sacrifices we, the dominant powers, must make. But first, are you willing to pay these prices?"

The Premier and the President protested that they did not mean all that, not all at once anyhow. No, no, they did not mean exactly that.

"Then," said Clemenceau, sitting up straight and fisting the table sharply once,, "then you don't mean permanent peace. You mean war."

Clemenceau was right.

This is a remarkable story which I have copied from the Sunday edition of the Charlotte Observer, September 3, 1944. On the basis of this story there are a few comments I would make as to the cost of peace as we face the hope of making it permanent. It is, of cours, impossible for the great powers to retire at once from the various lands which they now hold as colonies or as mandates. But we cannot hope for permanent peace unless we understand that the day of empire and explotation must belong to the past. We cannot have permanent peace if Britain intends permanently to hold

India in bondage. We cannot have permanent peace if Holland returns to the Dutch East Indies on the basis of the exploitation of these islands in the interest of Holland. The nations of the world are watching America to see if America will use her power to support European imperialism or if America's power will be used to make it possible for the weaker nations to achieve freedom without war.

In the second place, we will never have permanent peace unless all men have a comparatively free and secure access to raw materials and markets. It is here that peace will prove most costly to the United States. For this reason we need to be especially clear in our thinking here. When goods cannot cross barriers, in time armies will .

In the third place, permanent peace must be based on a comparatively free flow of the worlds population. The members of the white races cannot permanently fence off the richest portions of the globe and say to all other races "stay out" without in the end laying the foundation of war.

It is well for us in our day to remember that the laying of the permanent foundations of world peace will be very costly. But after all, the peace cannot be as costly to us as the war we will have in another generation if we are not willing now to make the sacrifices which permanent peace demands.

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LAST SUNDAY'S SERVICE

The service at the school last Sunday afternoon was conducted by Rev. Roy Whisenhunt, the pastor of the Trinity Reformed Church in Concord. Mr. Whisenhunt is well liked by all the boys here, and they were all delighted to have him speak to them.

Mr. Whisenhunt read some verses from the 20th chapter of Exodus, beginning at the 12th and reading through the 17th verse. This selection includes several of the Ten Commandments, and this served as a basis for the afternoon message.

Mr. Whisenhunt used as his theme the Laws of God, which he described as being moral or spiritual laws. He explained to the boys that the world in all its different aspects is filled with laws. In the heavens there are laws of the planets which determine the movements of the stars, the moon and the sun, and all other planets. In nature it is the basic law that "whatsoever one soweth, that he also reaps." The farmer who sows wheat expects to reap wheat and not corn. The florist who plants roses expects roses to grow. These laws never change.

In explaining this sermon to the boys Mr. Whisenhunt divided it into three parts, as follows:

(1) The Nature of the Laws of God. In this connection he explained that these laws are changeless. No matter what men may do they cannot reverse any of these laws. These laws were described as being nonpartial in that they operate the same for all people, whether great or small, or friend or foe. These changeless laws were described as being universal

—that is, they apply everywhere on the globe.

(2) The Purpose of the Laws of God. The minister explained to the boys that these laws were intended to be helpful to people and to be their friends if they can only be accepted in a cooperative manner. No matter what people may do they cannot defy these laws and at the same time expect to receive benefits and blessings under them. In this connection he explained that once upon a time a group of young girls from all over the world attending a missionary school were able to sing in unison this song:

What a wonderful change in my
life has been wrought
Since Jesus came into my heart.

This is the principle of cause and effect.

(3) The Challenge of the Laws of God. In this connection the minister explained to the boys that it is not enough merely to learn from memory these laws, but they must be obeyed in the right spirit. We can profit from these laws only if we actually obey them. He emphasized this point by explaining that we have the electric lights and the airplane because men of science learned laws of God and used and obeyed them in their work. The person who obeys the laws receives a blessing but the one who disobeys them gets hurt.

The laws of God were compared to the safety signals used on streets and highways. Some of the signals say STOP, and they are the red lights. Likewise, in life there are moral laws which say Thou Shalt Not, and they are the danger signals which should put everyone on guard. On the other hand, there are laws which say Thou Shalt, and they are the signals to do right.

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NEWS OF FORMER STUDENTS

Mr. C. B. Barber, our budget officer, recently received a letter from Marshall H. White, a former student at the School. The letter was written "somewhere in Germany" on May 10th. Marshall stated that he was getting along fine and that he was very happy knowing that the fighting in Europe had ceased.

From the tone of his letter, we assume that he was in Berlin at the time of writing. While Marshall is looking forward to returning to the United States, he expressed his willingness to go to the Pacific area of operations.

Marshall went overseas to the European theater of war early last summer. Prior to that time he had served for about two years in South America. He has been in service about four years. He was formerly in the Coast Artillery, and took his first training at Camp McQuaide, California. Marshall left the Training School, January 11, 1941.

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Through a newspaper item telling of his brother's death, having been killed in action in the Pacific area, we learned that Thomas Knight, a former student at the School, also a member of

the United States Army, is based in the Pacific theatre of operations.

Thomas came to the School from Kannapolis, January 3, 1938 and remained here until February 2, 1939, when he was permitted to return to his home. During his stay with us he was a member of the Cottage No. 12 group and worked on the farm and in the library. His record here was very good, and after leaving the institution, he continued to make good. He served an enrollment period of eighteen months in a CCC camp, and enlisted in the United States Army Air Corps, June 20, 1941. He is now twenty-two years old. We do not know whether he is still in the Air Corps or not, since the news item simply stated that he was in the Army in the Pacific. It was stated, however, that he had attained the rank of corporal.

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Eugene Graham, a former student here, called at The Uplift office a short time ago. He is now 16½ years old. This lad was admitted to this institution, February 16, 1943 and was conditionally released, June 1, 1944. He went to work on a farm for Mr. Sylvester Furr, near Stanfield, where he remained for six months. He then went to Statesville, where he secured employment with the North Carolina Furniture Company, and is still working for that firm.

According to reports received at the School, Eugene made a very good record while employed by Mr. Furr, and upon the recommendation of Mr. Otto B. Mabry, superintendent of public welfare, Albemarle, he was granted an honorable discharge from further parole supervision, December 1, 1944.

Eugene told us that he liked his work in the furniture factory very much and had been getting along fine ever since being employed there. He now works in the upholstery department under the supervision of his father, and states that he is able to turn out some pretty nice work.

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In the Raleigh News & Observer, issue of May 13, 1945, we saw a picture and a short write-up of Roland L. Young, a former student at the School. The news item stated that PFC Roland L. Young, of the United States Marine Corps, was back in the States after having served twenty-five months overseas. The article stated further that he had been awarded the Purple Heart Medal for wounds received in action on Iwo Jima. Roland came back to this country a short time ago, and had spent a few weeks in San Diego, California. He is now on his way to Camp Le-Juene, N. C., and will visit his sisters, Mrs. Katie L. Fountain and Miss Anna K. Young, who live at New River.

We received this information from Roland's brother, William R., also a former student here, who has just been discharged from the United States Army. Bill served several months with the 85th Infantry Division in Italy. He was seriously wounded in action, June 1, 1944, and returned to the States, July 18, 1944. He stated that he was on his way to New River to meet his brother.

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Last Monday, Frank E. Cobb, visited old friends at the School. He returned from overseas duty with the United States Army, February 28, 1945.

Frank, who was twenty-four years old last month, entered the School, Au-

gust 22, 1933 and was allowed to return to his home near Wilson, January 11, 1936. He was re-admitted, November 18, 1936 and was discharged, April 11, 1938. He returned to Wilson, where he was employed on a farm for about one year. He then went to work for a cousin, operating a sanding machine antd finishing hardwood machine and finishing hardwood floors, and did very well at this occupation.

On September 16, 1940, Frank became a member of Co. M, 120th Infantry, North Carolina National Guard. When that outfit became a part of the regular United States Army in September, 1940, Frank was sent to Fort Jackson, South Carolina, where he stayed almost two years. While there, he was transferred to Co. D, 505th Parachute Infantry, 82nd Airborne Division, but was later transferred to Fort Benning, Georgia. In December, 1942, Frank underwent an operation for appendicitis, and after spending some time in the hospital at Fort Bragg, was again transferred, this time becoming a member of a hospital unit at the 74th General Hospital, Fort Jackson. In February, 1943, he went to a point of embarkation in New Jersey, and arrived in England, March 8, 1944, and was stationed near Liverpool. In April of that year, he went to Ireland, where he received an injury during maneuvers, and on June 15th returned to an American base hospital at Bristol, England. After two months he returned to his outfit for a short stay, and was then trasferred to a field hospital unit at an airport near London. He returned to the United States on February 28, 1945.

Frank wore the following decorations on his uniform: Pre-Pearl Harbor Ribbon, Good Conduct Medal and a ribbon denoting service in the European Theatre of Operations.

We learned from Frank that he was married on Januery 12, 1943, and that he has a daughter, Carolyn Anne, aged fifteen months. The young lady was born while her daddy was en route to England, and he was quite enthusiastic as he proudly described seeing her for the first time upon returning to this country. We have his word for it that she is just about the finest youngster in the State of North Carolina.

Since coming back to the States, Frank has been visiting his wife, daughter and other relatives in Clayton and Wilson. At the time of his brief visit with us he was on his way to Camp Crowder, Missouri, where he expects to receive further assignment or to be discharged from service. He stated that he just had to stop in for a chat with old friends among the officials of the School, for it was just like coming back home. Frank said that he would not take anything for the training received here, as it had been most helpful in his Army life.

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Your mental attitude at the beginning of the new day will largely determine the results. If you are hopeful, energetic, ambitious, these qualities will manifest themselves in all your activities and enhance you chances of success.

—Grenville Kleiser.

COTTAGE HONOR ROLL

Week Ending May 20, 1945

RECEIVING COTTAGE

Thomas Brantley
Claude Bridges
George Bridges
Charles Brown
Ralph Cranford
Connie Hill
James Perkins
James Teague

COTTAGE No. 1

Lyndon Barnett
Hubert Black
Robert Cannady
George Cox
Carl Church
Edward Hambrick
James Hensley
Robert Holbert
John Linville
A. J. McCraw
Clay Shew
Benson Wilkins
Lester Wilkins
Calvin Davis

COTTAGE No. 2

John Allen
Harvey Arnett
Louie Ashe
Charles Byrd
Walter Byrd
Bruce Honeycutt
Gerald Johnson
Donald Kirk
Chester Lee
Howard Manus
Barney Mills
Harold McKinney
John McLean
Stanford McLean
James McMahan
James Norton
Billy Phillips
Hayes Powell
Marshall Prestwood
Van Robinson
Jimmy Sneed
Ralph Stewart
Kermit Wright

COTTAGE No. 3

Charles Allen
Craven Callihan
Joseph Case
Herschell Duckworth
Charles Earp
James Graham
William Hawkins
Emory King
James Jackson Oliver
Robert Peavy
Lloyd Purdew
Clifton Rhodes
Clyde Wright

COTTAGE No. 4

Gene Hudgins
Hobart Keaton
Roy Miller
James Smith
Edward VanHoy
Leslie Winner

COTTAGE No. 5

Harold Cruise
Allen Gibson
Patrick Ford
Raymond Pruitt
Lem Rice
George Swink
Vernon Swain
Robert Wilkins
William Wall

COTTAGE No. 6

Arthur Brooks
Bobby Duncan
Robert Driggers
Rufus Driggers
Keith Futch
Nolan Morrison
Jerry Oaks
Leroy Wilkins
James Walters

COTTAGE No. 7

Russell Beaver
Robert Bradbury
David Brooks
Carl Goard
John Hill

James Knight
Ned Metcalf
Edward McCall
Ray Naylor
Jack Phillips

COTTAGE No. 8
(Cottage Closed)

COTTAGE No. 9
Kenneth Dillard

COTTAGE No. 10
Roger Barnes
Thomas Cottrell
Forrest Cowan
Jack Gleason
James Hensley
Charles Lyda
William Lane
Alonzo McGhee
William Mitchell
Charles Rhodes
Ray Taylor

COTTAGE No. 11
Charles Alexander
Donald Bowden
Robert Elder
William Guffey
Alvin Hilton
Lee Lockerby
William Lowery
James Phillips
Alvin Porter
Ralph Tew
Martin Walters

COTTAGE No. 12
(Cottage Closed)

COTTAGE No. 13
William Andrews
Earl Allen
James Brigman
William Black
David Eaton
Eugene Frazier
Rufus Massingill
William Whistnant

COTTAGE No. 14
Charles Blakemore
Everett Bowden
Clyde Bustle
Hugh Cornwell
William Ferguson
Howard Hall
William Lerschell
Lawrence Littlejohn
Lawrence Owens
William Rogers
Bruce Sawyer
Grover Shuler
Thomas Stallings
James Spence
Milton Talley

COTTAGE No. 15
George Brown
Harold Bates
Jack Benfield
William Correll
Jack Crump
Robert Flinchum
Jack Green
William Holder
R. V. Hutchinson
Kenneth Hankins
David Kinley
James Knight
Marshall Lamb
J. B. Ledford
Gordon McHan
Hilton Reid
Robert Rivenbark
Robert Roberts
Robert Summersett
Charles Stephenson
Dewey Smith

INDIAN COTTAGE
(No Honor Roll)

INFIRMARY
(No Honor Roll)

———:———

Do you think of your faults; still less of other's faults; look for what is good and strong; and try to imitate it; your faults will drop off, like dead leaves, when their time comes.—Ruskin.

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THE UPLIFT

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THE NATION'S STRENGTH

I know three things must always be
To keep a nation strong and free.

One is a hearthstone bright and dear,
With busy, happy loved ones near.

One is a ready heart and hand
To love, and serve, and keep the land.

One is a worn and beaten way
To where the people go to pray.

So long as these are kept alive,
Nation and people will survive.

—Selected.

Published Weekly By

THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

A GOOD CREED

If any little word of ours can make one life the brighter;
If any little song of ours can make one heart the lighter;
God help us speak that little word, and take our bit of singing
And drop it in some lonely vale to set the echoes ringing.
If any little love of ours can make one life the sweeter;

If any little care of ours can make one step the fleeter;
If any little help may ease the burden of another;
God give us love and care and strength to help along each other.

If any little thought of ours can make one life the stronger;
If any cheery smile of ours can make its brightness longer;
Then let us speak that thought today, with tender eyes a-glowing,
So God may grant some weary one shall reap from our glad sowing.

—Author Unknown.

THE IMPORTANCE OF GUIDANCE FOR TRAINING SCHOOL BOYS

Every person, in the brief span of a lifetime, faces many problems which are of great significance to him. Eventually each one comes to periods of time or arrives at those days when certain personal decisions regarding occupational or professional careers must be made. Any and all decisions once made are destined to fashion and determine the future destiny and success of the individual. To society as a whole these may be of rather small importance, but to the individual they mean everything. Each must seek to solve the "riddle of fate" as it applies to his own individual life, and it must be solved either intelligently or otherwise.

The problem of choosing a vocation or profession represents for every one a major problem. To the extent that intelligence and wise guidance are employed in making this choice will there be future success and happiness for the individual. That person who is successful

in finding his best and most suitable vocation or profession eventually becomes a master artisan rather than a bored slave. The greater the proportion of such individuals in society, the greater will be the possibilities for efficient and wholesome group living. The choosing of careers upon the basis of mere chance, or through force of circumstance alone, should be reduced to a minimum. The wiser policy is to have a maximum of individual direction and guidance based upon scientific data, sympathetic counseling, and wisely directed exploratory experiences.

It is our conviction that in order to guarantee a maximum of success for the boys of the Training School, both while they are with us and after they go back out into society, the entire School staff and especially those in the day school department, should function as fully as possible in the field of guidance, for, after all, we have not done much for a boy towards his permanent rehabilitation program unless we have started him on the pathway of successful employment in life. For most boys this may involve educational guidance just as truly as it does vocational guidance.

Furthermore, it is a firm conviction that in all good teaching and in all well-planned and well-directed work activities there is an abundance of guidance, and also that guidance itself implies that there must be good classroom teaching and prudent, constructive supervision of work activities. Basically, efficient teaching and supervision represent the starting points for guidance for the boys here.

The question naturally arises as to the best methods or procedures for effective guidance. In answer to this, it should be emphasized again and again that the key to guidance is in individual counseling, and not in mere "preaching" to boys. The effective counselor is one who is able to listen to the boys about the things they have on their hearts, and in which they themselves are keenly interested. He is not one who is dogmatic and would seek to impose his own preferences upon others. Real guidance fundamentally involves getting others to analyze their own lives in terms of their own interests and abilities; it involves getting others to the point where they of their volition and choice direct their own lives into the proper channels. After all, the biggest problem is to get these boys to be ambitious for themselves and to do the right things because they themselves want to do them.

In this connection it should be explained that if there is to be a maximum of guidance, there must be serious consideration of the problem of revising and enriching the school curriculum, and of strengthening and expanding opportunities for effective trade training. Obviously, there can be little guidance or little learning in a dead and lifeless situation dominated by repression and restraint. It seems safe to assume that in too many instances in the past, training school boys,when they should have found open doors of opportunity, have in reality found only discouragement, meaningless discipline and repression, educational blind alleys, subject matter learned only to be forgotten through disuse, and a wide, unbridged gap between life at the school and life on the outside.

The training school is not responsible for the fact that many of the boys before entering the institution have made their mistakes and have done so poorly in either the public school work or in wholesome social living. They are not even responsible for discovering these facts; rather, these facts are to be assumed from the outset.

On the other hand, the responsibility of training school leaders and staff members is to do something constructive towards helping every boy to find himself and take his rightful place in a well-ordered society.

Some Guiding Principles for Effective Guidance

1. Every staff member should be a guidance person.
2. The counselor needs to understand and have the confidence of the boy.
3. Guidance cannot be taught to the boys in mass; it is an individual problem.
4. The counselor needs to attempt to reach every boy in the group. Group guidance is a mere catch word..
5. The counselor needs to exercise great patience in order to insure full expression of the inner purposes of the boy.
6. Boys and counselors ought to understand that it is better for one to change his mind regarding a vocation than to continue in one for which he is not fitted by nature.
7. The counselor ought to show genuine interest in whatever the child in interested, understanding that a child is not easily deceived.
8. Guidance, in the main, is a process and not an event. It involves "follow-up" over a period of time.

9. Guidance is fundamentally a program of conservation and development of human resources.

10. The responsibility for guidance functions should be clearly delegated to some one member of the staff, probably known as vocational education coordinator. Such a person should have had some training and background in guidance or have sufficient interest to engage in a definite program of in-service development.

11. Each pupil, it seems, should receive definite "try-out" opportunities at several different types of work experience rather than be placed on one kind of job and kept there simply because he proves satisfactory.

12. The person in charge of the guidance program might well make a job breakdown for each type of work experience offered. A large part of the school work might be devoted to a study of material related to these many separate jobs required—in printing, for example, or shoe repair.

13. The guidance director or counselor should also undertake a definite and systematic study of what happens to those who leave the institution. The results would be extremely beneficial as implication for modifying the school and work experience programs and as a source of pertinent information about such topics as "how to get a job" and "factors that make for success after leaving Jackson Training School."

14. A definite time should be provided so that the school counselor can be made available for conferences with any pupil who wants to come. All known facts about the pupil should be reviewed by the counselor, if possible, before talking with the pupil. The occupational file and school records should also be quickly accessible.

* * * * * * * *

THE TONSIL CLINIC AT THE TRAINING SCHOOL

We are now in the midst of the annual tonsil clinic for the boys. The plans are to remove the tonsils of more than 50 boys. All of these have been examined by Dr. R. M. King, the school's physician, and he has recommended that the tonsils be removed. He has found that all these boys suffer, more or less, from bad tonsils, which tend to lower their resistance and cause them to suffer from sore throat.

The boys are being taken up to the Cabarrus Hospital in groups of eight, and the operations are being done there. In this way, the boys are given careful attention, and the operations are being done

under ideal conditions. These measures are taken in order to safeguard the life of every boy. After the boys spend one night in the hospital following the operations, they are brought to the school's infirmary where they are under constant care and supervision. For several days after they are able to be out they are permitted to attend school all day until they have fully recovered.

The operations at the Cabarrus Hospital are all performed by Dr. R. B. Rankin, who has a fine reputation as an eye, ear, nose and throat specialist. The boys are very fortunate to have him to do the operations.

In many instances the tonsillectomies are paid for by the counties from which the boys come.

* * * * * * * *

THE CHURCHES IN THIS CRUCIAL HOUR

At this time when there is so much confusion and so many disturbances throughout the world there is a very grave danger that the churches of the land may not keep step with the movements of the time. There is indeed a grave danger that in too many instances the churches have been content to drift along in the usual way with a rather listless and indifferent attitude towards the great events that have been transpiring in the world. In too many instances the churches have taken the easy road and have not found it necessary to enter into the spirit of the great sacrifices that have been made by the soldier lads for humanity. In too many instances church leaders have failed to display the Christian statesmanship which the tragedies of the world demand.

A church leader once said that if the world is to avoid the ruin, the devastations, and the sufferings of a world at war, it must have within its soul the moral equivalent of war itself, and today the church is facing the test as to whether or not it can lead the way at home and abroad in spiritual matters to the end that we may enjoy the blessings of the moral equivalent in the forces for righteousness far greater than war itself. If the church fails at this time, it will lose a golden opportunity. There is, however, a danger that the soldier boys who have experienced the ordeals of personal sacrifices may upon their return find that the church has little to offer them, and there

is a grave danger that they may turn away from the church. However, the real indictment will be that the church itself has failed them because it failed to possess the same zeal and the same passion for sacrifices which they had.

During the global war through which we are now passing, the soldier boys have rubbed shoulders with men in all walks of life. They have become brothers to other men of all races, creeds and colors. Tolerance and understanding have been the watchwords. Personal sacrifices and suffering have been their companions. For many of them they have gone through the experiences of the Garden of Gethsemane. The great question is whether or not men who have been doing these things will come back to the church and find in it the things that will hold their affections and will challenge the same spirit which they have manifested in the bloody conflicts of battle. Some of the soldier boys have already returned, and throughout the coming years others will be returned. Their horizons will have been pushed back to encompass the world. It will be a glorious day for them if they can come back and find that the church has moved from its garments every vestige of selfishness, bigotry, narrowness and intolerance.

The world has had in Pastor Martin Niemoeller the superlative example of a minister who has demonstrated the high standards of courageous Christian leadership. He has demonstrated to the world that he is the premier minister of this hour. Through torture and agony he has remained steadfast, unmovable and uncompromising in his loyalty to his his convictions. No doubt, he has come through his great tribulation with the richest heritage of any known minister. He can now face the world with the satisfaction of knowing that no pressure or suffering was ever able to cause him to swerve from his purpose in life. No doubt, there are legions of others who have undergone similar travails and who have now come out into the glorious day when they can follow the leadership of the spirit of God in their lives.

Truly, the church has a great challenge before it. The Christian people of the land daily have been pondering and praying about these matters. The earnest hope is that in the end the church will not have failed in its mission and that it will have dared to do great things under the leadership of the Divine Spirit.

WITH THE UNITED STATES ARMED FORCES

The following list includes the names, as they have come to this office, of members of the staff, former staff members, and former students of Stonewall Jackson Training School, who are now serving as members of the armed forces of the United States. It will be seen that four employees went into the service directly from the School campus. The others listed have, in some cases, been away from the institution for quite a number of years, joining the fighting forces several years after severing their connection with the School.

In checking over the list of our old boys, we find that practically one hundred per cent voluntarily enlisted in "Uncle Sam's" service, rather than wait to be called by the selective service system. It is also interesting to note that many of these fellows had been in their country's service several years prior to the Japanese attack on Pearl Harbor, December 7, 1941.

If any of our readers know of former Training School boys who are now in any branch of service, and can furnish definite information as to their present location, please notify the editor of THE UPLIFT, P. O. Box 32, Concord, N. C. We shall appreciate your co-operation.

Staff Members

Brausa, Ralph J. (Navy)
(d) Carriker, J. L. (Army)
Liner, James H. (Army)
Patterson, James L. (Army)
Query, Sgt. James L. (Army)

Former Staff Members

(d) Adams, J. E., Jr. (Navy)
Barrier, Major George L. (Army)
Cleaver, James A. (Navy)
(d) Hollingsworth, Jesse G. (Navy)
Parker, Lt.-Col. Samuel I. (Army)
(d) Poole, William E. (Army)
Wingate, Lt. W. J. (Army Air Corps)
Webb, James H. (Navy)

Former Students

Abernethy, Paul (Navy)
Adams, Clyde (Navy)
Adams, Felix (Army)
Alexander, J. Mack (Army)
Alexander, Robert (Army)
Allen, Burl (Navy)
Allen, Julian Herschel (Navy)
Allen, Grady C. (Navy)
Allen, Wayne (Navy)
Allison, John W. (Navy)
Allred, James R. (Army Air Corps)
Almond, Arnold (Army)
Almond, Odell H. (Navy)
(d) Amos, Gerald (Navy)
Andrews, Julian (Marine Corps)
Andrews, Lewis (Marine Corps)
(‡) Anderson, Raymond (Army)
Ashley, Arthur (Army)
Ashley, Cecil (Navy)
Atkins, Howard L. (Navy)
Atkins, Richard (Army)
Atkinson, Hiram (Navy)

Atwell, Robert (Navy)
Atwood, Earl (Army)
(d) Atwood, Hollie (Army)

Bailiff, Wilson (Navy)
Bailey, Richard (Army)
Baker, John B. (Navy)
Ballew, Edward J. (Navy)
(§) Ballew, William P. (Army)
Barber, Winfred V. (Army)
Bargesser, James (Navy)
Barker, Jewell (Army Air Corps)
Barkley, Joel (Army)
(d) Barnes, Henry D. (Army)
Barnes, Norton (Army)
Barrett, Allen (Army)
Barrier, Carl (Marine Corps)
Barrier, William T. (Navy)
(d) Bass, Homer (Navy)
Batson, Jack (Navy)
Batten, John E. (Navy)
Bishop, Garrett W. (Army Air Corps)
Baynes, Howard (Army Air Corps)
(Previously served an enlistment period in the Army.)
Beach, Ernest L. (Army)
Beaver, Albert (Army)
Beaver, Grover (Navy)
(d) Beaver, Walter (Army)
Beck, Monte (Army)
(d) Bell, James (Navy)
(d) Bell, William C. (Navy)
Bell, William G. (Navy)
Beheler, Reid (Navy)
Benson, John (Navy)
Blackman, William (Army)
(**) Blevins, Walter W (Army)
Bolton, James C. (Army)
Bordeaux, Junior (Army)
Bowman, Charles (Army)
Branch, Glatley (Army)
Branch, Horace (Army)
(*) Branch, Robert (Army)
Brantley, Elmond A. (Marine Corps)
Bray, Relons Odell (Army)
Brewer, Clifford (Army)
(*) Brewer, Ernest (Army)
Briggs, Paul (Marine Corps)
Britt, Jennings (Navy)
Broadwell, William (Navy)
(d) Brogden, Norman (Navy)
Broome, Jack (Army)
Broome, Laney B. (Coast Guard)
Broome, Paul (Marine Corps)
Broome, Shannon (Army Air Corps)
Brothers, William (Naval Air Corps)
Brown Aldene (Army)
Brown, Elbert M. (Navy)
Brown, Harold (Army)
Bryant, Elbert (Army)
(d) Bunn, Dewey (Navy)
Bunn, Homer (Army)
Burke, Ensign William H. (Navy)
Burkhead, Dermont (Navy)
Burleson, Lacy C. (Navy)
Burrow, John B. (Navy)
Butler, Femmous (Army
Butner, Roy (Marine Corps)
(d) Byers, Eugene (Navy)

Cable, Nathan (Army Air Corps)
Call, Henry C. (Army)
Campbell, Carlton (Army)
Capps, John T. (Army Air Corps)
Carter, Adrian L. (Navy)
Carter, Douglas (Army)
Carter, Fred (Army)
Carver, Gardner (Army)
Castleberry, Fletcher (Army)
Castleberry, Letcher T. (Army)
Causey, Floyd (Army)
(‡) Causey, James D. (Army)
Cecil, Virgil (Army)
Chapman, Charles (Army)
Chapman, Edward (Army)
Chattin, Ben (Army)
Cheek, Granville (Army)
Cherry, Herman (Army)
Cherry, William (Navy)
Christine, Joseph (Navy)
Cline, Wade (Army)
Coats, Clinton (Army)
Cobb, Frank E. (Army)
Coffer, Robert (Army)
Coggins, Mack (Navy)
Collins, Glenn L. (Army)
Connell, Harry (Army)
Connell, James (Navy)
Cook, William (Navy)
Cooke, George C. (Army)
Cooper, Lake (Army)
Cooper, Dewell J. (Navy)
Cooper, Walter (Army)
Corn, James (Army)
Corn, William (Army)
Cowan, Henry W. (Army)
Cox, Howard (Navy)
Cox, J. C. (Marine Corps)
Craft, Arthur (Army)
Crawford, Jack (Navy)
(d) Crawford, John W., Jr. (Army)
(d) Crawford, Louis (Army)
Crawford, Wiley (Army)
(*) Crisp, Albert J. (Army)
Crotts, Charles L. (Navy)
Crumpler, John (Marine Corps)

Cunningham, David C. (Army)
Cunningham, Jesse S. (Navy)

Dalton, James (Army)
Daubenmyer, Nelson (Army)
Davis, Duke (Army)
Davis, Hubert (Navy)
Davis, James (Army)
Deal, Paul (Navy)
Deese, Horace R. (Navy)
Detherage, James (Army)
Dodd, Carroll (Army)
Donaldson, Harold (Marine Corps)
Dorsett, Douglas S. (Navy)
Dorsey, W. Wilson (Army)
Downes, George (Army)
Downes, William H. (Army)
Driver, Malcom (Army Air Corps)
Drumm, Glenn (Army)
Dyson, Fred (Navy)

Eaker, Arnold Max (Army)
Earnhardt, Donald P. (Navy)
Edmondson, Arthur (Army)
Edwards, Eugene (Navy)
Elders, James R. (Marine Corps)
Elliott, John (Navy)
Elmore, A. C. (Marine Corps)
Ennis, James C. (Navy)
Ennis, Henry (Marine Corps)
Ennis, Noah (Navy)
Ennis, Samuel (Army)
Estes, William T. (Army)
Eury, James (Army Air Corps)
Evans, John H. (Army)
Evans, Mack (Army)
Everett, Carl (Army)
Everidge, Samuel (Navy)

Fagg, Julius, Jr. (Army)
Faggart, John (Marine Corps)
(Enlisted 1929. Made Warrant Officer by Act of Congress, 1941.)
Fanslar, Hubert J. (Army)
Farthing, Audie (Navy)
Faschnat, Mose (Navy)
Fausnet, Bernard L. (Army)
(‡) Ferris, Russell (Army)
Fisher, Edward (Army)
Fisher, John H. (Army)
Flannery, John (Army)
Fralix, Howard B. (Army)
(d) Freeman, Richard (Army)
French, Ian (Army)
Furches, William (Marine Corps)

Gaddy, George (Navy)
Gaddy, William (Navy)
Gaines. Robert (Navy)

Gardner, Horace T. (Army)
Gardner, John (Navy)
Gatlin, Britt C. (Army)
Gautier, Marvin (Army)
Gentry, William (Navy)
Gibson, George (Army)
Gibson, Merritt (Army)
Glasgow. Mumford (Army)
Glasgow, Norwood (Navy)
Glasgow, Ramsey (Army Air Corps)
(Served in Marine Corps, 1929-1933. Member China Expeditionary Force, '29-'32.)
Glover, Henry (Marine Corps)
Godfrey, Warren (Army)
Godwin, John T. (Navy)
Godwin, Paul D. (Army Air Corps)
Goodman, Albert (Army)
Goodman, George (Army)
(d) Gouge, Jeff (Navy)
Gray, Delma C. (Navy)
Green, Eugene (Army)
Greene, Giles E. (Army)
Greene, Noah J. (Navy)
Gregory, Charles J. (Army)
Gregory, Roy (Army)
(d) Griffin, Charles (Army)
Griffin, James H. (Marine Corps)
Griffin, William (Army)
Grimes, Lawrence E. (Army)
Grooms, J. B. (Army Air Corps)
Guffey, Lawrence (Army)

Hackler, Raymond (Army)
Hall, Brevard A. (Army)
Hall, Frank (Army)
(§) Hall, Eddie Lee (Army)
Hall, Sidney (Army)
Hames, Albert (Navy)
Hames, William R. (Army)
Hamilton, Jack (Navy)
Hamilton, Leo (Navy)
Hampton, Robert (Navy)
(*) Haney, Jack (Marine Corps)
(**) Hardin, Edward (Navy)
Hardin, Wilbur (Navy)
(d) Hare, James M. (Army)
Harper, Robert B. (Army)
Harris, Brown (Navy)
Harris, Edgar (Army)
Harris, Ralph (Navy)
Hartsell, Marshall F. (Navy)
Hawkins, Bruce (Navy)
Hawkins, William T. (Navy)
Head, Elbert (Army)
(d) Heath, Beamon (Navy)
Hefner, Charles (Army)
Hefner, Eugene (Navy)
Hensley, David (Army)

(d) Hensley, Frank C. (Army)
Hensley, J. B. (Navy)
Hendren, Isaac (Navy)
Hendrix, John (Army)
Henry, Charlton (Navy)
Hicks, Garland (Army)
Hicks, Odie (Marine Corps)
Hildreth, John (Army)
Hill, Doyce (Army)
(d) Hill, Urban (Army)
Hill, William (Army)
Hines, Hubert (Army)
(d) Hines, Woodrow (Army)
Hodge, David (Army)
Hodge, Dallas (Army Air Corps)
Hogan, Gilbert (Army)
Hogsed, John R. (Army)
Hoke, Bernice (Navy)
Holland, Burman (Army)
Holland, Donald (Army)
Hollars, Ralph (Army)
Holloway, Hubert (Army)
Holmes, John (Army)
Holt, Archie (Army)
Honeycutt, Richard (Navy)
Hooks, Hubert (Army)
Hornsby, Thomas H. (Navy)
Honeycutt, Nathaniel (Army)
Honeycutt, Richard (Navy)
Howard, Jack (Navy)
Howard, Marvin (Navy)
Hoyle, James C. (Army)
Hudson, Hoyette (Army Air Corps)
Hulan, Norman (Navy)
(Previously served an enlistment period in the Army.)

Ingram, John E. (Navy)
Irby, Earl (Army)
Irwin, Raymond (Army Air Corps)

(*) Jackson, Edgar (Marine Corps)
Jackson, William (Navy)
Jenkins, Fred (Navy)
Johnson, Clawson (Army)
Johnson, Coley (Navy)
Johnson, Edward (Navy)
Johnson, Hugh (Navy)
Jolly, James D. (Navy)
(d) Jones, Mark T. (Navy)
Jones, S. E. (Marine Corps)
Jordan, James E. (Army)
Journigan, Horace (Navy)

Keen, Clinton (Army)
Keenan, John G. (Army)
Keith, Monroe (Army)
Keith, Robert (Navy)
(§) Kellam, James (Navy)
Kelly, Grady (Army Air Corps)
Kelly, Jesse (Army)
King, Cleo (Army Air Corps)
King, Frank L. (Army)
King, Jesse (Navy)
King, Marvin (Navy)
King, Thomas (Army Air Corps)
Kinder, Marius (Army)
(d) Kinley, Robert L. (Marine Corps)
Kirksey, Samuel (Navy)
(d) Kivett, Clyde A. (Army)
Kivett, John (Army)
Knight, Thomas (Army Air Corps)
Knight, Thurman (Army)
Knight, William S. (Army)
Koontz, J. Milton (Army)
Kye, George (Army)
Kye, James (Army)

(‡) Lamar, A. C., Jr. (Army)
Land, Reuben (Army)
Land, Wilfred (Marine Corps)
Landrum, Luther H. (Army)
(d) Lane, Floyd C. (Marine Corps)
Lane, James E. (Navy)
Langford, Olin (Army)
Langley, William (Army)
Laramore, Ray (Army)
Lawrence, Robert (Marine Corps)
Leagon, Harry (Army)
Ledford, Harvey L. (Army)
Ledford, James (Marine Corps)
(*) Lemly, Jack (Army)
Lee, Valton (Army)
Lett, Frank (Army)
Lewallan, Paul R. (Army)
Link, Bruce (Navy)
Long, Joseph H. (Army)
Long, Loyce (Army)
Long, Stacey L. (Army)

Mabe, McCree (Army)
Martin, Willie H. (Army Air Corps)
Mathis, D. B. (Jack) (Marine Corps)
(*) Matthews, Douglas (Army)
Matthews, Harley P (Navy)
Maddox, Walter A. (Army)
May, Fred (Navy)
May, George O. (Army)
Mayberry, Douglas J. (Army)
(d) Medlin, Clarence N. (Army)
Medlin, Ervin J. (Army)
Medlin, Wade (Navy)
(‡) Medlin, Wilson (Army)
Meeks, William L. (Navy)
Merritt, Edgar (Army)
(Previously served an enlistment period in the Army.)
Merritt, Julian (Army)

Michaels, J. C. (Navy)
Miller, Latha (Navy)
Montford, James B. (Army
Montgomery, Samuel (Navy)
Moose, Claude L. (Marine Corps)
Morris, Everett (Navy)
Morris, Jack (Army)
Morrow, Chas. W. (Army Air Corps)
Morrozoff, Ivan (Army Air Corps)
Morgan, William S. (Navy)
(**) Munday, Craig (Navy)
Murphy, Lemuel (Army)
Murphy, Norvelle (Navy)
Murray, Edward J. (Army)
Muse, Robert (Navy)
Myrick, Julian E. (Army)

McBride, Irvin (Army Air Corps)
McBride, J. Lee (Navy)
McCain, Edward G. (Navy)
(d) McCarter, Thomas (Navy)
McColl, Vollie O. (Navy)
McCollum, Gerald (Navy)
McCoy, Hubert (Army)
McDonald, Ralph B. (Navy)
McEntire, Forrest (Marine Corps)
McEntire, John (Navy)
McFee, Donald M. (Army Air Corps)
McGee, Norman (Army)
McHone, Arnold (Navy)
McKay, John C. (Marine Corps)
McKee, Thomas R. (Army)
(Enlisted 1937)
McNeely, Robert (Army)
(Enlisted 1933)
McNeill, Preston (Army Air Corps)
McPhail, Daniel E. (Navy)
McPherson, Arthur (Navy)
McRorie, J. W. (Navy)

Nelson, Larry (Navy)
(d) New, William (Army)
Newsome, Percy, (Army)
Newton, Willard M. (Army)

(‡) Odum, David (Army)
Owen, Fred, Jr. (Marine Corps)
(d) Owen, Howard (Army)
Owens, Blake C. (Army)
Owens. Leroy (Army)
Owens, Norman (Army)
Oxendine. Earl (Navy)

Padrick, William (Navy)
Page, James (Army)
Parker, Albert B. (Army)
Parker, Richard (Navy)
Pate, Hansel (Army)
Patterson, James (Navy)
Patterson, Joseph (Navy)
Patton, Richard (Navy)
Payne, Joy (Army)
Peake, Harry (Marine Corps)
Pearson, Flay (Army)
Pennington, Grady (Army)
Pickett, Claudius (Army)
(§) Pickerel, Clyde (Army)
Pittman, Hoyle (Navy)
(d) Pittman, Ted (Marine Corps)
Pittman, Walter (Army)
(**) Plemmons, Hubert (Army)
Poole, Thelbert G. (Tooney) (Army)
Pope, H. C. (Army)
Porter, Frank J. (Army)
Potter, Linwood (Army)
(d) Powell, Wilson (Marine Corps)
Presnell, Robert (Army)
Pyatt, Jack (Marine Corps)

Quick, James (Navy)
Quick, Robert (Army)
Quick, Simon (Navy)

Ramsey, Amos (Army)
(Previously served an enlistment period in the Army.)
Ransom, B. T. (Navy)
Rash, Burris (Army)
Reavis, James (Army)
(d) Reep, John (Navy)
Revels, Grover (Navy)
Reynolds, D. C. (Navy)
Riggs, Walter (Navy)
Rivenbark William W. (Army)
(Served in Marine Corps, 1933-1938.)
Rhodes, Paul (Army)
Robbins, John (Navy)
Rogers, Hoyt W. (Army Air Corps)
Roberts, Lonnie (Navy)
Robertson, John C. (Army)
Robinson, Perry (Army Air Corps)
Rochester, Nicholas (Navy)
Rogers, Eulice (Army)
Routh, Walter (Army Air Corps)
Russ, James P. (Army)

Sands, Thomas (Navy)
Scism, Arlee (Navy)
Seibert, Fred (Army)
Sentell, Clyde (Army)
(*) Sexton, Walter B. (Army)
Seymore, Malcom E. (Navy)
Scott, Archie (Army)
Shannon, William L. (Navy)
Shaver, George H. (Navy)
Shoffner, Carl D. (Army)
Shropshire, Hassell (Army)
Shropshire, Robert (Navy)
Sides, George D. (Navy)

Simmons, Horace K. (Navy)
Sistar, Walter B. (Army)
Sloan, Lonnie (Army)
Sluder, Wayne (Army)
Small, Clyde E. (Army)
Smith, Jesse (Navy)
Smith, Julius D. (Navy)
Smith, Oscar (Army)
Smith, Ventry (Navy)
Snider, Samuel (Navy)
Snuggs, Charles L. (Navy)
Spears, James (Navy)
Speer, Carl (Navy)
Springer, Jack (Army)
Sprinkle, Raymond (Army)
Stack, Porter (Army)
Stallings, William (Navy)
Stanley, Brown (Coast Artillery)
Stepp, James H. (Navy)
Stepp, Ralph (Army)
Stines, Loy (Navy)
Stinson, Leonard (Army)
Stinson, Lewis (Army)
Strickland, Earthie L. (Army)
Strickland, Robert W. (Army)
Stubbs, Ben (Army)
Sullivan, Richard (Army)
Sutherland, Jack (Navy)
Sutton, J. P. (Army)

Talbert, Morris (Navy)
Talbert, O. D. (Army)
Talbert, Steve (Army)
(d) Talley, Lytt (Army)
(x) Taylor, Daniel (Army)
Tessneer, Calvin C. (Navy)
Teeter, Robert E. (Army)
Thomas, Harold (Navy)
Thomas, Hilliard (Army)
Thomas, Richard (Army)
Threatt, Sidi (Army Air Corps)
Tipton, Kenneth (Navy)
Tobar, William (Army)
Tolley, John R. (Navy)
Troy, Robert (Army)
Tuck, Julian (Army)
Tuck, Lester (Marine Corps)
Tucker, Joseph (Army)
Turner, Lee V. (Navy)
Tyson, William E. (Navy)

Uptegrove, John W. C. (Army)

Waldrop, Ned (Army)
Walker, Frank (Navy)
Walker, Glenn (Army)
Walker, Oakley (Army)
Walker, Robert (Army)
Walsh, Harold (Army)
Walters, Melvin (Army)
Ward, Eldridge (Army)
Ward, Hazen (Army)
Ward, Leo (Army Air Corps)
Ward, Robert (Army)
(Enlisted 1928)
Ware, Dewey (Army)
Ware, Torrence (Navy)
Watkins, Floyd A. (Army)
Watkins, Lee (Army)
Watson, Lieut. Lemuel (Army)
Watts, Everett (Navy)
Watts, James (Navy)
(*) Watts, John (Army)
Watts, Boyce (Army)
Weaden, Clarence (Army)
Weathers, Alexander, Jr. (Army)
Webb, Charles R. (Army)
Webster, John D. (Army)
(d) Whitaker, John H. (Navy)
(*) Whitaker, William E. (Army)
White, Marshall (Coast Artillery)
Whitener, Richard M. (Army)
Whitley, John P. (Navy)
Whitlock, Winfred (Army)
Whitten, Thomas M. (Army)
Widener, Charles (Navy)
Wiggins, Jerome (Army)
Wilcox, Glenn (Navy)
(d) Wiles, John D. (Army)
Wiles, Fred (Army)
(Enlisted 1927)
Wilhite, Claude (Army)
Wilhite, George (Army)
Wilhite, James (Army)
Wilhite, Porter (Army)
(d) Williams, Everett (Army)
Williams, Louis (Navy)
Williams, Samuel R. (Navy)
Williams, William R. (Navy)
Williamson, Everett (Navy)
Wilson, John C. (Army)
Wilson, Kenneth (Navy)
Wilson, Thomas (Navy)
(*) Wilson, William J. (Army)
Winn, J. Harvard (Navy)
Wood, James L. (Army)
Wood, William T. (Navy)
Woody, Thomas E. (Army)
Wooten, Charles (Navy)
Wrenn, Lloyd (Army)
(‡) Wright, George (Army)

Yarborough, Preston (Army)
York, John R. (Army)

(**) Young, Brooks (Army)
Young, R. L. (Marine Corps)
Young, William F. (Army)
Young, William R. (Army)
Ziegler, Henry F. (Navy)

Former Students in Merchant Marine Service

Hammond, Edward
Hill, Caleb
Hillard, Clyde
Lambert, Jay
Smith, Glenn W.
Shinn, Alwyn Y.
Stutts, Edward
Williams, Horace
Woodard, Arthur B.

(‡) Prisoner of war.
(§) Missing in action.
(*) Killed in action, or died from wounds received in action.
(**) Died while in service.
(x) Died while being held prisoner.
(d) Discharged from active service.

GONE TO THE COLORS

The Kid has gone to the Colors,
And we don't know what to say;
The Kid we have loved and cuddled,
Stepped out for the flag today.

We thought him a child, a baby,
With never a care at all
But his country called him man-size,
And the Kid has answered the call.

He paused to watch the recruiting
Where, fired by the fife and drum,
He bowed his head to Old Glory,
And thought that it whispered, "come!"

The Kid, not being a slacker,
Stood forth with patriot-joy
To add his name to the roster—
And God, we're proud of the boy!

The Kid has gone to the Colors.
It seems but a little while
Since he drilled a schoolboy army
In a truly martial style.

But now he is a man, a soldier.
And now we lend him a listening ear,
For his heart is a heart all loyal.
Unscourged by the curse of fear.

His dad, when we told him, shuddered;
His mother—God bless her! cried;
Yet, born with a mother-nature,
She wept with a mother-pride,

But he whose old shoulders straightened
Was Grandad—for memory ran
To years when he, too, a youngster
Was changed by the Flag to a man.

—Author Unknown.

LOCAL HAPPENINGS

Reported by Boys of the School Department

B. T. U. Meeting—Intermediate Group

By Ned Metcalf, 5th Grade

First Jack Gentry gave a short talk about the message of the visitor this afternoon at the preaching service which preceded the B. T. U. meeting. Gerald Johnson was in charge of the program. The first part, "Gains in Evangelism," was given by Jack Benfield. The second part, "Growth in Organizations," was given by John Fine. Ray Edwards gave the part about "Increase the Missionary Zeal." Gerald Johnson gave the part about "Progress in Education," and "The Growth of Our Influence" was given by Jack Gentry. Then Mr. Iley gave a talk on "Southern Baptists." After that the whole group sang "He Ransomed Me." The next number was "Leaning on the Everlasting Arms." Jack Gentry dismissed the group with a short prayer.

B. T. U. Meeting—Junior Group No. 2

By Theodore Young, 5th Grade

Earl Gilmore led us in prayer at the beginning of our meeting. Afterwards we sang two songs, "Stand Up for Jesus" and "The Sweet By and By." Then we went into our regular program. The boys who gave talks and their topics were the following: (1) "A People Great in Number," by Theodore Young; (2) "A People in Training," by Earl Green; (3) "A People Who Give," by Robert Helms; (4) "A Missionary People," by Jospeh Case; (5) "A People Looking Ahead," by Harry Thompson.

All of the parts were well prepared and presented well. We were glad that all of the boys did nicely on them. We were happy that Mr. Hawfield visited our group. Before the meeting closed, he made a good talk.

B. T. U. Meeting—Junior Group No. 1

By Jimmy Snead and Donald Redwine, 3rd Grade

Mr. Puckett first of all took the count for the Bible readings for the past week, and we found out that our total number of chapters read was 123 chapters. We discussed then where we had read in the Bible. We had a visitor. Her name was Mrs. Wagner. Kenneth Staley called the roll, and every member of our group was present. Mr. Puckett read the group a story which we all enjoyed hearing. After that he made us a talk about Christ talking to the children. He brought us all a church bulletin with the picture of Christ talking to the children. We had a talk next about the Lord's Supper. Our meeting was closed with prayer.

Weiner Roast

By Jack Benfield, 8th Grade

The boys in Cottages Six and Seven enjoyed a weiner roast last Saturday. They went to Mr. Bill Carriker's farm. Some of the boys went swimming, and some of them went fishing. They went to the farm about 2 o'clock and came

back at 6:30. They played games and had a very good time. The men who served the boys were Mr. Carriker, Mr. Wilson, and Mr. Russell. The boys have shown the people who prepared this weiner roast for them that they appreciate it. Mr. Carriker said he hoped to take the boys back to his farm again soon.

Peaches

By Carlton Morrison, 8th Grade

Mr. Adams and the Receiving Cottage boys gathered peaches from the school orchard. This is the first time that we have had peaches from our orchard in a long time. Each cottage received approximately one bushel. We enjoyed them very much.

More Boys Released

By Leonard Bradley, 8th Grade

Recently three boys were released to go to their homes. While here at the School these boys made good records. The boys were as follows: George Guyton, William Guffey, and and Edward Guffey. We hope these boys can get along fine out in life.

More Boys Join Church

By Jack Oliver, 8th Grade

Last Sunday morning four boys from the School were baptized at the McKinnon Presbyterian Church, of which Rev. Oren Moore, Jr. is the pastor. Rev. Mr. Moore had come out to the School several times to talk to the boys before they were baptized. The boys were: Charles Allen, John Allen, Jack Oliver, and Calvin Davis. Each one of the boys received two certificate, one for baptism and one for church membership. These boys took a great step in their lives, and we hope others will follow them. Mr. Hawfield, Mr. Hines, Mr. Moore, and others had talked with them before they took this step in their lives. Others are planning to join different churches, and we hope them the best of luck.

Friday's Chapel Program

By Kenneth Staley, 8th Grade

First we had Scripture reading by Tom Chavis followed by a prayer by Allen Hammonds. Then we all sang a song, "America," after which we gave the salute to the flag.

We had some poems "I have a Little Shadow" was by Thomas Chavis. "Picking Up Chips" was by Harvey Jacobs, and "Bashful" was by Lacy Jacobs.

Then the Indians gave a play called "The Elves and the Shoemaker." After that we had some more poems. They were: "O. K." by Allen Hammonds, "Driving Nails," by James Chavis, "Frowning," by James Locklear, and "The Dandelion," by two boys, Tom Chavis and Allen Hammond. The program was ended by a song.

Installation Service Sunday

By William Whistnant, 8th Grade

The Sunday morning service at the School was an unusual one. Mr. Ralph Mullinax, the assistant scout executive, was present. Mr. Mullinax brought with him a board and some candles. He began by explaining the meaning of each candle as it was lighted.

After Mr. Mullinax had finished explaining the meaning of each candle,

the Cub Scouts came marching down the aisle with Robert Flinchum and William Whistnant, the den chiefs, leading them. At the steps which lead onto the stage, the den chiefs stood at attention, one on each side of the steps, while the cubs marched upon the stage and took their places.

Mr. Mullinax then asked Mr. Hines, who is the cub master, to come upon the stage. He told the boys that he would read out the name of each boy and hand the card to Mr. Hines. Each boy stepped out of his place gave the salute, took his card, and got back in line.

Mr. Mullinax then asked the boys to give the cub promise. They did it nicely. He then asked them to give the sign. After that he explained again the meaning of each candle. Then he told all the boys to go by the den mothers as they went of the stage and give the handclasp. The den mothers are: Mrs. Liske. Mrs. Dotson, and Mrs. Tomkinson. Then den chiefs are: Robert Flinchum, Jack Oliver, and William Whistnant. Robert Flinchum works with Mrs. Tomkinson, Jack Oliver with Mrs. Dotson and William Whistnant with Mrs. Liske.

The cubs don't have their uniforms as yet but they will have them the next time they give a program.

Tonsil Clinic at J. T. S.

By Leonard Bradley, 8th Grade

Here at the Training School a Tonsil Clinic has been started. Some of the boys here at the School have already had their tonsils taken out. They are as follows: Robert Parker, Raymond Harding. Lawrence Littlejohn, Emory King, Clifton Rhodes, Hubert Pritchard, Marcus Hefner, and Donald Branch. These boys were taken to the Cabarrus County Hospital over at Concord. Now they are recuperating at the Infirmary.

Mr. Davis Visits Us

By Jack Oliver, 8th Grade

Last Tuesday evening, Rev. Mr. Davis of Southside Baptist Church, and Mr. Dabbs, Superintendent of the Sunday School, made a visit to the boys of Third Cottage. We had planned a program for them.

James Arrowood and Lloyd Purdue gave a poem which was "A Boy's Mother." Then Earl Greene and Theodore Young sang "An American's Prayer." The 8th Grade boys then recited two poems, "Eldorado" and "Sea Gypsy." Another poem was given by Robert Helms. Earl Greene, Donald Redwine and James Graham each recited a poem. We enjoyed Mr. Davis' and Mr. Dabbs' visit.

Mr. Davis brought his three boys along, and they played with us during the play period before our program.

An Enjoyable Study in History

John Allen, 8th Grade

Recently in our history study we have been working on an interesting chapter, "How an Age of Progress Came to North Carolina." The period of time that the beginning of the unit took place was around the year 1900. Beginning then and coming up to the present time many improvements in progress are mentioned.

The subjects that we are studying are as follows:

1. Improved Trade and Travel.

In this section we studied about how roads, trade, and means of travel were

improved rapidly. Railroads and dirt roads were among the main improvements made.

2. North Carolina Industries.

The main North Carolina industries were textiles, tobacco, and furniture manufacturing. They were with the coming of power plants..

3. Rural Life.

The life of farmers in North Carolina was very hard, and with the coming of many industries and increase in wages many farmers moved to towns. Later life was improved by increased prices for crops, schools for rural children, better methods of farming, and better connections with people in town and in the country.

4. Education.

Many schools and state institutions were built and supported by the state and county districts. Education was then in store for anyone in the state who was willing to take advantage of the opportunity.

5. Public Welfare.

Departments were set up by the state in every town to take care of the welfare of the public. They were called Welfare Departments.

6. The Riches of North Carolina.

In this section we learned about the riches of the state. Some of the riches are, scenery, climate, soil, watercourses, forests, and minerals. Many of these riches have helped in the progress of our state.

7. Political Affairs and the World War.

Our political affairs were very important to many people and the approaching of a World War involved every one in the state. The U. S. declared war in April 1917. It ended in 1918 with a victory for the Allies.

8. Hard Times and the New Deal.

After the war there were hard times for many people of America, and North Carolina suffered its part. A New Deal brought a new life for many of the sufferers.

Our study in this history has brought out many interesting points to us on the history of our state.

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BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of June 3, 1945

June 3—William Walker, Cottage No. 11, 16th birthday.
June 4—Leonard McAdams, Cottage No. 10, 17th birthday.
June 5—Robert Lee Canady, Cottage No. 1, 13th birthday.
June 6—Jimmy Smith, Cottage No. 4, 12th birthday.
June 6—Milton Talley, Cottage No. 14, 15th birthday.
June 7—Howard Hall, Cottage No. 14, 14th birthday.
June 7—Donald Hunt, Indian Cottage, 16th birthday.
June 7—Paul Stone, Cottage No. 4, 15th birthday.
June 7—Charldon Cox, Cottage No. 7, 13th birthday.
June 9—David Prevatte, Cottage No. 1, 15th birthday.
June 9—William Jenkins, Cottage No. 7, 11th birthday.
June 9—Sebarn Garmon, Cottage No. 9, 16th birthday.

OBSCENE LITERATURE

(The Evangelical Christian)

One of the most significant and appalling signs of the days in which we live is the spate of unclean novels that are being sent forth from the printing presses of this continent. While it is difficult to secure the necessary paper in America to print Bibles, textbooks and other matter that would be to the help and upbuilding of the life of the people there seems to be unlimited quantities of pulpwood for the dissemination of "literature" whose only claim on public attention is its filth. Two recent best sellers are being widely acclaimed at the present moment, both of them written by women. One of them has been banned in Boston, which will only advertise it more, such unclean works are the products of unclean minds. It is not, of course, popular to say these things, but some protest must be made for the sake at least of the younger generation that is being fed on such a pabulum of pornography. The whole structure of society is being affected today by the uncleanness of the literature that is being produced, which grows worse and worse as the lines of moral demarcation are being rapidly eliminated. On this continent we are witnessing a return to moral conditions that are only paralleled in the days of Noah. It is true, of course, that today we have and always will have, a remnant according to Grace, but society at large on this continent is rapidly passing into the penumbra of moral eclipse. The literature of today that is coming from the secular presses is breaking down the moral fibre of the nation, and huge fortunes are being made by these purveyors of obscenity. It is a terrifying situation if one could only grasp even a little of its trend and implications. We are approaching a time such as obtained in the ancient world when "every imagination of the thoughts of their heart were evil continually." The strange thing is that the forces of righteousness seem to be spiritually paralyzed and are unable to make any effective protest. So the earth becomes "filled with violence" as it was in the days of Noah, and twentieth century society on this continent sinks under the weight of its own moral corruptions and hastens on to its inevitable judgment and its doom.

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The immigration official was questioning the would-be subject. "Name?" he queried.

"Sneeze," replied the Chinese.

The official looked hard at him." Is that your Chinese name?"

"No, Melican name," said the Oriental blandly.

"Then let's have your native name."

"Ah Choo."—Sunshine Magazine.

WILSON AND ROOSEVELT

(Charity & Children)

(Speece of Josephus Daniels at the opening of the new Woodrow Wilson House in New York City, April 17, 1945.)

Man proposes. God disposes. This occasion was planned as a joyous celebration of the formal opening of the Woodrow Wilson Shrine dedicated to advancing universal peace. In the providence of God, it has also been converted into a solemn memorial to the noblest champion of the outlawry of war whose vision and courage and masterly strategy have highly advanced the nation toward a permanent pact of peace.

At the passing of Franklin Delano Roosevelt, it is but truth to say that all the peoples of the earth who loved liberty are today "like Niobe, all tears'" Wherever men and women, particularly those who have not enjoyed a fair share of the products of their toil and been blessed with full equality, the feelingg is universal in the voiced expression coming up from hill and plain: "We have lost our best friend." In their hearts, they echo Walt Whitman's immortal lines:

O Captain, my Captain, our fearful trip is done,
The ship has weathered every rack, the prize we sought is won,
The port is near, the bells I hear, the people all exalting,
While follow eyes the steady keel, the vessel grim and daring,
But O heart, heart, heart! O the bleeding drops of red,
Where on the deck my captain lies, fallen cold and dead.
O Captain, my Captain! rise up and hear the bells!
Rise up. For you the flag is flung, for you the bugle trills. . . .

In devotion to bringing about a warless world, Woodrow Wilson and Franklln Roosevelt are linked for all time as the Elijah and Elisha of this century. In the fullness of time, after years of disillusionment, if the younger man had been asked his heart's desire, Franklin Roosevelt would have said to his chieftain of World War I: "I pray thee, let a double portion of thy spirit be upon me." In the months when Roosevelt was drawing up the blueprints of the first fruits of victory, the peace-hungry men and women of the universe have sald of him, as sons of the prophets aforetime said: "The spirit of Elijah doth rest on Elisha."

In this hour of universal mourning, coupled with consecration to the cause they incarnated, the similarity of their objective of international brotherhood in the lives and aspirations of Woodrow Wilson and Franklin Roosevelt is well-nigh perfect. Unlike in background and in their approach to their high duties and the methods of attainment, their master passion for peace was identical.

Both loved peace and hated war and war-mongers, It is history that until the Kaiser's laying off the lanes of the sea, denying our fundamental devotion to "freedom of the

seas," and murdered Americans traveling on lawful missions, Wilson left no stone unturned to keep his country out of war. In like manner until the Day of Infamy at Pearl Harbor, Roosevelt exhausted every effort to prevent the spread of the flames. He pointed out to Hitler and Mussolini the fate of men who sought by force to destroy the sovereignty of other nations and despoil thir people. He never desisted in seeking to avoid the holocaust that came to curse the world until Americans were dastardly murdered without any declaration of war and the Axis powers set out on a policy of world domintion. And then in 1941, as in 1917, this peace-loving country could do no otherwise than join with all free peoples to repel the enemies of democracy.

In the years of disillusionment that followed the rejection of the League of Nations, Franklin Roosevelt as president of the Woodrow Wilson Foundation, was mindful of Wilson's spirit of prophecy as he sald in 1919:

"I can predict with absolute certainty that within another generation there will be another world war if the nations do not concert the methods by which to prevent it. . . .

"I do not hesitate to say that the war we have just been through, though it was shot through with terrors of every kind, is not to be compared with the war we would have to face the next time. What the Germans used were toys compared with what would be used in the next war."

We did not concert to prevent the next war, and it fell to Franklin Roosevelt as Commander-in-Chief to direct the greater war successfully against the incomparably greater terror than that of 1917-1918.

On the Day of Infamy, which brought the United States into this war, Roosevelt must have recalled and been influenced by what Wilson said in 1919.

"If Germany should ever attempt that (world conquest) again, whether we are in the League of Nations or not, we will join to prevent it.

"We do not propose to stand off and see murder done We do not propose to be champions of liberty and then consent to see liberty destroyed. We are not the friends of free government and then willing to stand by and see free government die before our eyes."

Animated by a like high resolve, Roosevelt summoned America to arms as the champion of liberty and by masterly strategy made certain that liberty could not be destroyed.

The parallel between Wilson and Roosevelt and their faith continued until the end. Not long before the close of his life, broken in body but not in spirit, seeking to remove the doubts of an old friend, Wilson said:

"Do not trouble about the things we fought for They are sure to prevail. They are only delayed."

And with that quaintness which gave charm to all his sayings, he added:

"And I will make this concession to Providence. It may come in a better way than we proposed."

There breathed the same confidence and wisdom (was it divine illumination?) in Roosevelt's last written speech which, alas, he did not live to deliver. He wrote:

"Let me assure you that my hand

is steadier for the work that is to be done, that I move more firmly into the task, knowing that you—millions and millions of you—are joined with me in the resolve to make this work endure.

"The work, my friends, is peace, more than an end of this war—an end to the beginnings of all wars, yes, and end, forever, to this impractical, unrealistic settlement of the differences between governments by the mass killing off of peoples.

"Today as we move against the terrible scourge of war—as we go forward toward the greatest contribution that any generation of human beings can make in this world, the contribution of lasting peace, I ask you to keep up your faith. I measure the sound, solid achievement that can be made at this time by the straight edge of your own confidence and your resolve. And to you, and all Americans who dedicate themselves with us to the making of an abiding peace, I say the only limit to our realization of tomorrow will be our doubts of today. Let us move forward with strong and active faith."

These were the last words touching the master passion of his life. He hoped with his "steadier hand" he could direct the immortal document that would make an end to the terrible scourge of war. It was not to be. The strain of responsibility heavier than ever weighed on a world leader had taken its toll. The brain that had been overtaxed was worn out. His "steadier hand" will not sign the Covenant of Peace. But his spirit will direct the counsels and guide the text as others complete the unfinished task. It is for us, the living, to consecrate ourselves to the achievement of the goal to which he gave the last full measure of devotion.

There are other parallels that will make Wilson and Roosevelt go down the ages as the foremost apostles of peace. As Wilson entered World War I, he declared: "There is no hate in our heart for German people." Two days after Pearl Harbor, Roosevelt said: "We are in the midst of a war not for vengeance."

No hate cankered the soul of these greatest leaders even in the conflict of the wars the directed.

It was my privilege to be comrade and shipmate with and to work with and under these two apostles of liberty and peace. Their names are inseparably enshrined as the prophets of a world when all battle flags will be furled. It is my profound conviction that no two men have lived and been called to world leadership with such confident faith that war is an anachronism and could be avoided. May their holy faith light the world to the realization of the goal of the Prince of Peace!

There're many ways of doing things, a casual glance discloses; some folks turn up their sleeves and work, and some turn up their noses.—The Lookout.

TRY THEM AND HANG THEM

(Greensboro Daily News)

Why doesn't the war crimes commission fix its dockets? It has plenty of war criminals to start off with; what then is it waiting for? Justice should be swift and certain.

We take it that there is no question about the crimes. War is killing, yes. But it is the killing of combatants. It is not the premeditated and methodical torture and starvation of civilians whoes only crime was that they were non-Aryans or that they did not subcribe to the creed of the fuehrer. That is crime pure and simple, and there is plenty of international law to cover such cases. Why not apply it then without dillydallying?

Matters of venue should not prove troublesome. Let us hand over Laval and Darnand, for instance, to the government of France; Quisling to that of Norway. The authorities of thoes countries will know how to dispense justice with a minimun of lost motion.

There are others like Goering and Himmler, the enormity of whose crime transcends national boundaries. Goering blandly considers himself above the law. And General Guderian, with a new-found magnanimity, is willing to let bygones be bygones "A soldier after battle soon feels at home with other soldiers," he said. "Its like a football match when you shake hands and wish each other luck." We believe the United States general who recently took Goering in charge shook hands with him preparatory to a pleasant chat.

Goering is willing to forget and forgive—to forget that his air force bombed Rotterdam after it surrendered and to forgive those property owners who loaded him down with millions of dollars worth of hot art. Goering preceded Himmler as pacifier of Poland and Czechoslovakia. He is indicted for "setting up illegal courts which sentenced to death 4, 000 Czechs, for the Lidice massacre in repraisal for Reinhard Heydrich's assassination, for atrocities at such death camps as Dachau and Buchenwald and for the establishment of the Jewish extermination factory at Auschwitz."

———:———

In the deep, unwritten wisdom of life there are many things to be learned that cannot be taught. We never know them by hearing them spoken, but we grow into them by experience and recognize them through understanding. Understanding is a great experience in itself, but it does not come through instruction.—Anthony Hope.

LAST SUNDAY'S SERVICE

Mr. A. C. Sheldon, of Charlotte, visited the School last Sunday afternoon, bringing with him four prominent Charlotte churchmen, who took part in the service. Superintendent Hawfield, after reading the 24th Psalm and making the opening prayer, introduced Mr. W. W. Wall, the guest speaker for the afternoon. Mr. Wall, who is minister of music at St. Johns Baptist Church, in Charlotte, then presented three members of his choir, Messrs. H. R. Brown, Ralph Webb and Clark Landers.

After the boys sang two of their favorite hymns, our visiting laymen rendered two numbers in a most impressive manner. The quartet was arranged in this manner: Brown, first tenor; Wall, second tenor; Webb, first bass and Landers, second bass. They sang "The Depths and the Riches of Love" and "Way Down Yonder in the Cornfield."

In his message to the boys, Mr. Wall stated that he wanted to tell them of a few important things he learned while serving about two years in the United Statec Army. He especially called their attention to some attitudes among people we meet all through life.

The speaker first mentioned those people who say "What's mine is mine, and what's yours is mine, if I can get it." Many people have the idea that they must have what belongs to other people. Such fellows usually get into much trouble as they put this theory into practice.

The next attitude to which Mr. Wall called attention is the fellow who says, " What's mine is mine, what's yours is yours. You go your way and I'll go mine." It is impossible to get close to that type of man. There are some of these quite prominent in the news today. They even want America to pull out of the war and let the other countries do the best they can. Many people are more interested in making a living rather than making a life.

There was once a man who lived on earth, who said, "What's mine is yours, and it will help you, if you will only receive it." That man was Jesus Christ, who always thought in terms of helping others. His was the greatest life of service the world has ever known.

In commenting upon the fact that the world today is torn by war and suffering, Mr. Wall told his listeners that there is a very definite place today for any person who is willing to help those less fortunate than he.

Some people, continued the speaker, think that the most important thing in life is to amass a great fortune, which is a very sad mistake. The Master, we are told, possessed practically nothing of material value. He did not even have a home of his own. He did, however, have something far more valuable to mankind than all the wealth in the world—more valuable than life itself. His gift to man is the opportunity to live in a glorious future, after this mortal life has ended, and that gift is available to all who will accept it.

We, as Chirstians, are commanded to do the will of Christ, said Mr. Wall. Many of us really have good intentions, but somehow, put off doing so. We often think we shall live as Christ commands, but seem a little slow in

getting started in the only life that is worthwhile. While it is a nice thing to say that we are going to live the right kind of life, we can do absolutely nothing unless we start, and the longer we delay making such a start, the more difficult it will be to live such a life.

Mr. Wall then told the boys that the world is tired of people who make fun of the work of the Christian church. Some people think they have power enough to get along without God. This is man's greatest mistake. Man, by himself can do nothing, but with God's help he can work wonders.

In conclusion, the speaker urged each boy within sound of his voice to realize that God gave him a life to live, and to use that life in the right way. God can do more with our lives than we shall ever be able to do with them. He can do wonders with our lives if we will only give Him the opportunity.

Following Mr. Wall's interesting and helpful message, the quartet sang two more numbers, "Just Outside the Door" and "Down by the Riverside."

We are glad Mr. Sheldon brought these visitors on this occasion. Mr. Wall, who is the son of Dr. Zeno Wall, well-known Baptist minister of Shelby, has the ability to present a message in a manner that interests boys, and one could readily see that he held their attention as he talked. Both he and the gentlemen who accompanied him are fine singers, and we thoroughly enjoyed the musical numbers rendered by them. We trust they will visit the School whenever they find it convenient to do so.

IF—

If I were a "Mom" or a man called "Dad,"
If I could say "Son" to a service lad,
If that were my sailor far out from the land,
If "my soldier" fought on a desert sand,
If that were "my boy" and I should feel
That tomorrow he'd face the bullets of steel,
I'd walk, I'd run, I'd crawl to get where
Some folks who know Jesus would join me in
prayer.
If I had a son who was likely to go,
If his letter said, "Soon, but none of us know,"
If this were "my lad" though he'd always be
In the camps, or the ports of this country,
If he had been spared from sickness and sin,
If he had been guided through thick and thin,
I'd walk, I'd run, I'd crawl if need be,
To the House of my God, who had spared him to me.

—Selected.

NEWS OF FORMER STUDENTS

There was an interesting item in The Charlotte News, issue of May 26th, concerning two families who have made a great contribution to this country's war effort. This rather lengthy article stated that four Kinley brothers, and one of the Kinley's wife's two brothers (Starnes)—six families in all—have twenty-four children in service, twenty-three sons and a daughter in the WAC.

Robert Lee Kinley, one of the twenty-three boys, was once a student at the Training School. While at the institution, he was a member of the Cottage No. 15 group and worked on the dairy force. He was recently discharged from the United States Marine Corps. It was reported in these columns that Robert was wounded in action in the Pacific area on July 2, 1944.

The news item further stated that Robert entered the service in 1940, going overseas almost immediately. He was trained at Parris Island, S. C., New River, and in Virginia, Louisiana and Calfornia. According to the records on file at the School, this young man will be twenty-one years on August 8th.

—:—

On his recent visit to the School, Albert Goodman informed us that he met "Tooney" Poole, another former student, also in the service in North Africa, near Casablanca. At the time, "Tooney" was serving as an MP, and Albert stated that he had grown so that he failed to recognize him, he having attained a height of more than six feet.

The real name of this young soldier is Thelbert Gray Poole, but the nickname, "Tooney," was given him when he first came to the School. He was admitted to the institution, June 15, 1932 and remained here until October 4, 1939, when he was placed on a farm near Wingate. While with us he was a member of the group at Cottage No. 11, and during the greater part of his stay, he was employed on the various outdoor forces, although he did work in the printing department for a short time prior to leaving. Upon admission, he was placed in the first school grade. He advanced to the seventh grade, and had been in that room for thirteen months at the time of being conditionally released. "Tooney's" record at the School was good, and our records show that he got along well after leaving us, and on March 26, 1942, he was granted an honorable discharge from further parole supervision.

We were glad to hear about our friend, "Tooney," and we feel sure he is making a good record as a doughboy. He will be twenty years old on December 6th.

—:—

We recently learned that George Gibson, a former student at the School, is in the United States Army. George wrote his first cousin, Earl Gilmore, of Cottage No. 6, a short time ago. His letter was written in the Marianas Islands, and was dated May 16th.

George Gibson entered the School, June 1, 1933, and on September 3, 1937, he was conditionally released to return to his grandfather, V. G. Gilmore, Laurinburg. This lad was a member of the Cottage No. 15 group and was employed at the dairy during the time spent here. It is interesting to note

that his name appeared on the Weekly Cottage Honor Roll 19 times out of a possible 22 times prior to leaving. He was placed in the second school grade upon admission, and had been in the sixth grade about four months when he left. George made an excellent record while here, and from progress reports received from time to time, his record was equally good at home. Upon receipt of a recommendation of his welfare superintendent, he was given an honorable discharge, September 11, 1939. He will be twenty-two years old on July 2nd.

We recall that George stopped at the School for a brief chat with old friends about four years ago. At that time he was driving a large transfer truck, and he stated that he liked his work and was getting along fine.

George's letter to Cousin Earl reads as follows:

"Dear Earl: Just a few lines in answer to your letter, which I received yesterday. Was very glad to hear from you and to know that you are well. As for myself, I'm getting along just fine. No, I haven't forgotten Mr. Barber, and the next time you see him, give him my best regards, and also tell Mr. Hobby 'hello' for me.

"You will have to excuse this writing for I'm in a hurry. We have a stage show coming up in a few minutes. It has Jackie Cooper, Dennis Day, Tommy Riggs and Betty Lou in it, so it should be pretty good.

"Well, Earl, I hope it won't be long before I can go home. I don't think it will take us long to clean up the Japs, now that the Germans are whipped.

"Write to me as often as you can. Be a good boy and take care of yourself. Remember me to all the folks at the School. Lots of luck. George."

—:—

Our old friend, Clyde A. Bristow, of Winston-Salem, wrote us again a few days ago, and enclosed a clipping from the "Twin City Sentinel," issue of May 24th, concerning Staff Sergeant Ramsey J. Glasgow, a former member of our printing class, who recently returned from the European theatre of war. The news item reads as follows:

"'Shanghai' Glasgow hobbled home from Moore General Hospital on May 3rd—home after almost four years overseas, and limping because he fractured his ankle in a barracks scuffle one night.

"When 'Shanghai', whose real name is Staff Sergeant Ramsey J. Glasgow, went overseas in August, 1942, to be a gunner in the A. A. F., he was already a seasoned soldier and had served six years in the Pacific with the marines. But on January 1, 1941, he enlisted in the army and was promptly placed in the A. A. F.

"Throughout the next four years that nickname, 'Shanghai', stuck with the sergeant through the invasions of North Africa, Sicily, Italy and even in Europe. And there seemed little possibility of ever coming home or of getting back to the Pacific. The sergeant had expected to participate actively in those European engagements, as a gunner on a bomber. He had hoped to pile up the missions in short order and then come home to his wife, the former Frances Garwood, who all the while was living at their home on the Old Lexington Road. But 'Shanghai' had trouble with his head. And, as he says, a man is worth a lot more to the army awake on the ground than he is unconscious in the air. So because

Glasgow blacked out in high altitudes and was stubborn about coming out of the black-outs, he spent the rest of those four years as a maintenance man. And he stayed on the ground except for four missions.

"Now after eleven years of service in the armed forces, Sergeant Glasgow plans to hang around Moore General Hospital until his foot gets well and then he thinks there's a pretty good chance that he might get back to the Pacific and maybe even renew his acquaintance with his old namesake—Shanghai."

We were glad to hear from our old friend, Glasgow, and to know that he is back in this country with no more damage than a broken ankle. While overseas he wrote us on a number of occasions, and at Christmas time, 1943, he sent us a photograph taken in England. In most of his letters we could detect the same jolly air that we recalled when he was just a lad in our printing class. He always sent kindest regards to his friends among the officials of the School, and seemed pleased to receive copies of The Uplift while in foreign lands. Ever since leaving us, Ramsey never missed an opportunity to drop in for a brief chat, and we are looking forward to seeing him come strolling in just as soon as his injury has fully recovered and he is released from the hospital.

A SOLDIER SPEAKS

So you're sick of the way the country's run,
And you're sick of the way the rationing's done,
And you're sick of standing around in line;
You're sick, you say—well, that's just fine.
So am I sick of the sun and the heat,
And I'm sick of the feel of my aching feet,
And I'm sick of the mud and the jungle flies,
And I'm sick of the stench when the night mists rise,
And I'm sick of the siren's wailing shriek,
And I'm sick of the groans of the wounded and weak,
And I'm sick of the sound of the bomber's dive,
And I'm sick of seeing the dead alive.
I'm sick of the roar and the noise and the din,
I'm sick of the taste of food from a tin,
But I'm sicker still of a tyrant's rule,
And conquered lands where the wild beasts drool,
And I'm cured darned quick when I think of the day,
When all this hell will be out of the way,
When none of this mess will have been in vain,
And the lights of the world will blaze again,
And things will be as they were before,
And kids will laugh in the streets once more,
And the Axis flags will be dipped and furled,
And God looks down on a peaceful world. —Selected.

COTTAGE HONOR ROLL

Week Ending May 27, 1945

RECEIVING COTTAGE

Claude Bridges
Ralph Cranford
Samuel Dill
William Hammond
Connie Hill
Harry Matthews
Charles Reeves
James Teague
Charles Young

COTTAGE No. 1

(No Honor Roll)

COTTAGE No. 2

John Allen
Harvey Arnett
Louie Ashe
Charles Byrd
Walter Byrd
Hanie Cothrin
Robert Furr
Gerald Johnson
Donald Kirk
Chester Lee
Harold McKinney
John McLean
Stanford McLean
James McMahan
James Norton
Billy Phillips
Marshall Prestwood
Kermit Wright

COTTAGE No. 3

Charles Allen
Craven Callihan
James Christy
Joseph Case
Herschell Duckworth
Talmage Duncan
Robert Duncan
James Graham
Earl Greene
Robert Helms
Jack Hensley
Emory King
Cecil Kinion
Samuel Lynn
Jack Oliver
Lloyd Purdue
Donald Redwine
Clifton Rhodes
Kenneth Staley
Thomas Staley
Charles Earp
William Ussery
Paul Wolfe
Clyde Wright
Theodore Young

COTTAGE No. 4

J. C. Alley
Phil Batson
Leonard Bradley
John Fine
Sterling Farrow
Gene Hudgins
Robert Hogan
Roy Miller
Paul Stone
J. R. Truitt
Brady Tew
Edward VanHoy
Leslie Winners

COTTAGE No. 5

Harold Cruise
Raymond Pruitt
George Swink
Robert Wilkins

COTTAGE No. 6

J. C. Cayton
Thomas Childress
Rufus Driggers
Keith Futch
William Hawkins
Lester Ingle
Nolan Morrison
Leroy Wilkins

COTTAGE No. 7

Russell Beaver
Robert Bradbury
David Brooks
Charldon Cox
John Hill
James Knight
Ned Metcalf
Jack Phillips
Ray Naylor

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Robert Allen
Raymond Cloninger
Kenneth Dillard
Ray Edwards
Sebarn Garmon
Liston Grice
Richard Johnson
James Lowman
Charles McClenney
William Poteat
Leo Saxon

COTTAGE No. 10

Roger Barnes
Thomas Cottrell
Jack Gleason
James Hensley
William Lane
Charles Lyda
Alonzo McGhee
William Mitchell
Charles Rhodes
Ray Taylor

COTTAGE No. 11

Odean Bland
Alvin Hilton
Fred Holland
Lee Lockerby
James Phillips
Alvin Porter
James Ray
Maxie Shelley

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

Earl Allen
Robert Bailey
Eugene Frazier
Melvin Fowler
Robert Hinson
Rufus Massingill
William Whistnant

COTTAGE No. 14

Charles Blakemore
Clyde Bustle
Hugh Cornwell
William Ferguson
Howard Hall
Howard Holder
William Lerschell
Lawrence Littlejohn
James Milloway
Lawrence Owen
Bruce Sawyer
Thomas Styles
Grover Shuler

COTTAGE No. 15

George Brown
Houston Berry
Harold Bates
Jack Benfield
Harold Coffey
William Correll
Jack Crump
Robert Flincnum
Jack Green
R. V. Hutchinson
Kenneth Hankins
Harold Herman
David Kinley
James Knight
Marshall Lamb
J. B. Ledford
Robert Myers
Hilton Reid
Robert Rivenbark
Robert Roberts
Alvin Steward
Robert Summersett
Charles Stephenson
Dewey Smith
Clyde Shook

INDIAN COTTAGE

Ray Covington
Herschell Duckworth

INFIRMARY

Robert Blackwelder
William Brooks
Norman Hentschell

———:———

Trouble is a great sieve through which we sift our acquaintances; those who are too big to pass through are friends.

—Exchange.

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THE UPLIFT

VOL. XXXIII CONCORD, N. C., JUNE 9, 1945 No. 23

House Boys and Matron Preparing Meals

(See Page 4)

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THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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The Uplift

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

OUR FLAG

Flag of the fearless-hearted,
Flag of the broken chain,
Flag in a day-dawn started,
Never to pale or wane.
Dearly we prize its colors,
With the heaven light breaking through,
The clustered stars and the steadfast bars,
The red, the white, and the blue.

Flag of the sturdy fathers,
Flag of the loyal sons,
Beneath its folds it gathers
Earth's best and noblest ones.
Boldly we wave its colors,
Our veins are thrilled anew
By the steadfast bars, the clustered stars,
The red, the white, and the blue.

—Margaret E. Sangster.

THE WORK OF HOUSE BOYS AND MATRONS

Here at the Jackson Training School there are seventeen cottages. At the present time, fifteen of these are in operation, and each cottage is built and equipped to accomodate approximately thirty boys together with the cottage officer and matron, sometimes called the cottage father and cottage mother. The goal of the school is to have in each cottage as supervisors a man and his wife who live constantly with the boys. The big objective of the cottage plan is to have in the cottage one large family which, in a sense of the word, may be described as a residental club. Because there are so many dissimi-

Boys Enjoying A Good Meal

larities and individual differences in a cottage of thirty boys of about the same age, it becomes necessary to make and observe certain rules and regulations so that there may be mutual respect for the rights of each other and so that the different tasks may be done systematically and promptly.

In each cottage there are three house boys who do the major part of the household work. Generally, these boys are selected because of their tendency to be neat and clean, and because of their potential dependability and trustworthiness.

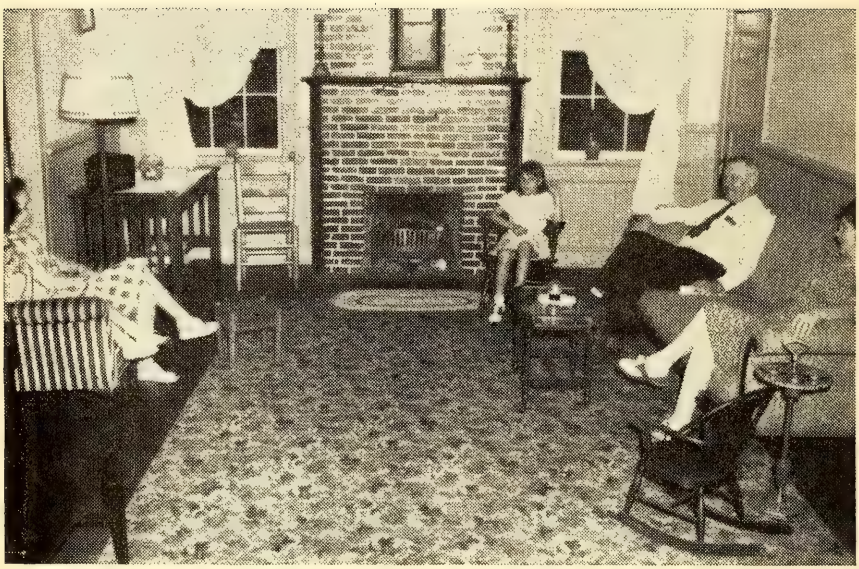
The following is a list of the duties of the house boys:

1. Caring for milk and vegetables which have been delivered to the cottage.
2. Processing and preparing vegetables and fruits for cooking.
3. Setting tables and serving meals.
4. Washing dishes.
5. Assisting with the cooking of vegetables, meats, and other foods.

6. Doing general housecleaning, such as sweeping, mopping, and dusting.
7. Making trips to the storeroom for cottage supplies.
8. Making trips to the bakery for bread, pies, cakes, etc.
9. Making trips to the ice plant.
10. Bringing in fuel and building fires for all stoves.
11. Running numerous errands.
12. Hauling trash and garbage to the trash pile.
13. Checking and sorting the cottage laundry, including table and bed linen, towels, overalls, shirts, etc.
14. Assisting with the mending of clothes and linens.
15. Keeping the cottage yard clean.

Recreation In The Boys' Sitting Room

The house boys do most of their work during the morning hours, and they go to school in the afternoons. They return to the cottages before the supper hour and help with preparing and serving the supper meal and cleaning.

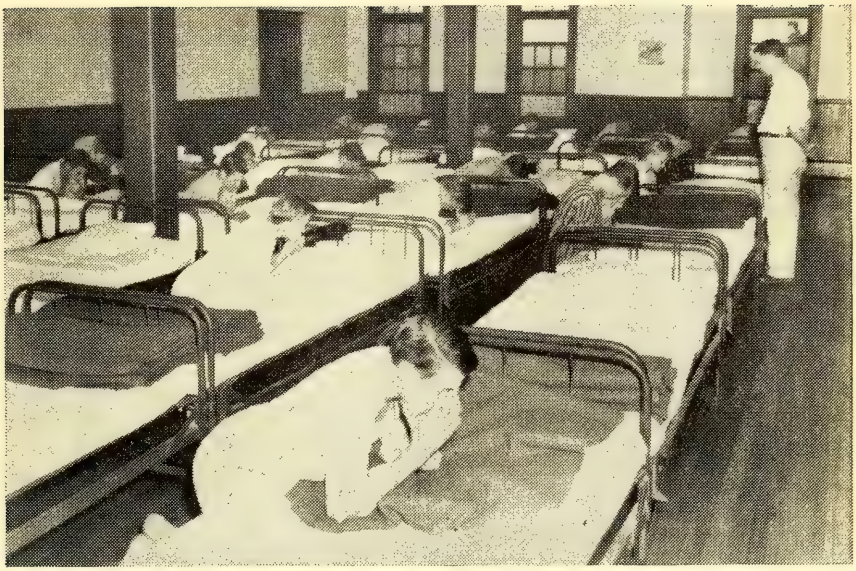


Cottage Officers' Quarters

In each cottage the matron has an important function to perform. It is she who takes the place of a real mother, and by her fine sense of neatness and cleanliness and by her high purpose to be sympathetic and understanding with the boys who need help she sets the standard for happy living in her cottage. She it is who helps the boys get on the high road to wholesome home and community living. By her very presence the cottage is made the closest symbol to the home to which every boy is rightly entitled.

The cottage matron has numerous duties to perform. These have been covered in the following outline:

1. She trains and supervises the house boys in their numerous activities, such as cooking, serving, cleaning, and caring for foods.
2. She prepares daily menus and supervises the actual cooking in the cottage.
3. She prepares the orders for groceries, clothing, linens, and other supplies.
4. She directs and assists with the mending of clothing and linens.



Reverence at Bedtime

5. She looks after the boys' bedroom to see that the beds are properly kept and the bedroom is clean.

6. She teaches good table manners and courtesy.

7. She takes care of all indoor games, scrap books, airplanes, books, and other playthings.

The cottage officer and the matron work together for the general improvement of the boys and for the operation of a good cottage. Together they have a wonderful opportunity for helping boys who have, in many instances, been deprived of the benefits and pleasures of a happy home. They cannot measure their work by what the boys seem at times to deserve, but by the standard of the Golden Rule, and according to the principles of Christianity.

In this issue of The Uplift there are several pictures which represent the cottage experiences not only of the house boys but of all the boys who live in the cottages. The pictures seem to be full of meaning and tell their own story.

THE SIGNIFICANCE OF GRADUATING

Within the last few weeks, and for some days to come, the graduating classes of the high schools have been holding their commencement exercises. The boys and girls who constitute these senior classes, after having traveled the pathways of education through a period of eleven or twelve years, have now come to that important event in their lives which, to them, is a real milestone. Those who have been or may be successful in earning their diplomas have achieved a goal for which they have labored in varying degrees. Some have profited greatly; some have done mediocre work; and others have just merely gotten by.

The experience of graduating is an important event in the life of any youngster. It is the time when he begins to face the world more realistically and realize that he himself has a greater responsibility than before. Each individual, to a very large extent, has determined for himself the extent to which he will be able to capitalize on what has transpired in the past. Each has, to a large extent, been the creator of his own fate and destiny.

The boys and girls during these graduating exercises have been given and will be given much advice that should profit them greatly. Through sermons, addresses, and otherwise, a powerful appeal will be made to them to visualize great things for themselves. These speakers have hoped that they have made an impression that will be everlasting and eternal and that will transform their lives into noble characters. They have hoped that they have touched these young folks at a time when their minds are on the wings of fancy and they are imagining for themselves the finest things in the world. It seems there are four things which are basic and fundamental in what is being said to the youth, and these are as follows:

1. To be ambitious in life.
2. To have faith and self-confidence in one's self.
3. To have the will to do.
4. To have lofty ideals.

Dr. Claude U. Branch, of Charlotte, in speaking to the senior class of Central High School on June 3, took as his text the Scriptural question, "What Will You Do With Jesus?"

What will you, as individuals, do with Jesus; and what will the generation of which you are a part and representatives do with Him?

For Jesus is inescapable; the marching pageant of history cannot evade Him, for it faces Him at every crossroads, with the voice of conscience in defeat, the voice of hope in sorrow. You may crown or crucify Him; you may love Him or hate Him; you may follow Him or despise Him; but there is one thing you cannot do— you cannot get away from Him. If we do not find Him in love, we find Him in judgment—but we all find Him, soon or late.

Dr. Casper C. Warren, of the First Baptist Church in Charlotte, in speaking to the seniors of another high school there, used as a subject "The Possibility of You." He said, in part:

Each individual possesses undreamed of possiblilities. Though victory is still in upheaval, and to each graduate of 1945 comes the challenge to do his or her best in ushering in the new day which all hearts long for. But there are pitfalls which may prevent one from reaching the highest possibilities; there is the lack of a consuming passion to make life count for its most; there is selfishness, lack of vision and wrong estimates of values.

That each life may be lived at its best, the secret for making that life count for the most is a vital communion with God, and faithfulness in living according to His will.

Dr. G. Ray Jordan, pastor of the First Methdist Church in Charlotte, in speaking to another group of seniors on the subject, "What Makes You Mad?" said, in part:

Every individual has some temper, and this is as it should be, for in learning how to restrain ourselves we are developing forces of character suiting us to the best approach to life. Some things ought not to make us mad, if we use our self control, for no person is any bigger than the things that anger him; in other words, the measure of a man is the size of the things that 'get his goat.' Emotional stability is essential if we would think clearly and wisely. The absence of mental poise is costly—it robs us of the ability to think clearly, causes us to lose friends and to lower ourselves in the eyes of our fellowmen. We incapacitate ourselves, when we lose control of our tempers, to do the jobs before us.

But, there are some things that ought to make us mad; and temper rightly directed is not a vice, but a power giving us characters of steel. He is a wise man who knows what to get mad at, as the example of Jesus shows us. He never was angered

at what was done to Him, but at sufferings inflicted upon the poor and helpless. Shaftesbury was roused to righteous anger at the child slaves in the coal mines of England; Wesley was infuriated when he saw families do without bread when nearly all the family income went for intoxicants.

The graduates of the Monroe High School, in a unique graduating exercise, arranged for ten members of the graduating class to speak on timely topics. These were a part of the central theme, "The Imperative Needs Which the Schools Must Meet." These ten needs were identified as follows:

1. To develop salable skills, and understandings and attitudes that make the worker an intelligent and productive participant in economic life.

2. Develop and maintain good health and physical fitness.

3. To understand the right, and duties of the citizen in a democratic society and to be diligent and competent in the performance of their obligation as citizens..

4. To understand the significance of the family for the individual and society and the conditions conducive to successful family life.

5. To know how to purchase and use goods and services intelligently.

6. To understand the the methods of science and the influence of science on human life.

7. To develop their capacities to appreciate beauty in literature, art, music, and nature.

8. To be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfaction to the individual with those that are socially useful.

9. To develop respect for other persons and to grow in their own right doing.

10. To grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

* * * * * * * *

FLAG DAY

June 14 has become established in the annals of American history as Flag Day. It has become a custom for American people to honor the flag and to join in fitting celebrations in which people study the

meaning of the flag and rededicate themselves to it. It is fitting and proper that such a day of celebration and dedication be observed in the life of our great country, for, after all, the flag itself is only a symbol of the loyalty and sentiments of the individual inhabitants living under the flag.

There is every reason why the people of the United States should be prouder of their flag at this time than ever in the history of the republic. It has led the way to victory on the battlefields of Europe, and today it is leading the way to victory against the Japanese. On the many far-flung battlefields of the world it has been and will be unfurled as the banner of the heroes of triumph. It is the emblem of the greatest nation on earth, greatest because the American people are great and greatest because of the wealth and fortunes of our nation in material resources.

Just a few weeks ago a group of six United States marines thrilled the world when they hoisted the flag of the United States at Fort Suribachi on Iwo Jima. Their heroic deed has been heralded to the world and it will be forever commemorated in pictures and symbols throughout all the ages. This glorious event is symbolic of the fact that the Stars and Stripes are in the forefront of battle. The flag is the companion of those soldiers who move in the vanguard. In the end, when victory has been achieved over all the tyrants of the land, the Stars and Stripes will be to all people everywhere a symbol of liberty and freedom, a refuge for the appressed of earth, the banner of the bravest heroes, the greatest source of power and inspiration in mortal combat.

Since the infamous attack upon our flag at Pearl Harbor on December 7, 1941 the forces of our nation have been engaged in a mighty crusade dedicated to the cause of freedom everywhere. The bitter experiences of recent years have tended to unite our people in a common cause as they have never been united before. Our mutual goal and our common sacrifices have transcended all other interests. The greatest lesson that should come out of the present experiences is that if we can band together with such a dynamic purpose for victory in warfare, we should likewise be great enough and strong enough to unite for the advancement of the spiritual and intellectual causes of humanity.

The Revolution, more than 150 years ago, from which our flag was

born, was America's first forward charge in the struggle to loose itself from every form of involuntary servitude. It behooves us of this day to possess an abiding faith in all the greatest traditions of American life. Our flag is what we make it and keep it; it is the symbol of the greatest aggregation of self-governing states on the face of the earth.

Some recent investigations reveal that the first time the Stars and Stripes were used as a battle flag was in a skirmish just prior to the battle of Brandywine. This skirmish took place at Cooch's Bridge, Delaware, and occurred on September 3, 1776. From that time to this day the Stars and Stripes have become to the American people the symbol of national growth, power, and influence, of union and liberty.

What the flag stands for in the hearts of the people has been admirably expressed by Henry Holcombe Bennett in the following lines:

"Hats off! Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky;
Hats off! The flag is passing by!

"Blue and crimson and white it shines,
Over the steel-tipped ordered lines.
Hats off! The colors before us fly;
But more than the flag is passing by.

"Sign of a nation, great and strong
To ward her people from foreign wrong;
Pride and glory, honor, all
Live in the colors to stand or fall.

Hats off! Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high:
Hats off! The flag is passing by!"

LOCAL HAPPENINGS

Reported by Boys of the School Department

Notes of Interest

By Jack Oliver, 8th Grade

Bruce Sawyer is getting somewhat better, and we surely will be glad when he can come back to the Training School from the Cabbarrus County Hospital.

All of the boys who have been tonsil patients have got along nicely since their operations. There are more of the boys to have their tonsils removed this week.

Mr. and Mrs. H. F. Rouse, who are in charge of Cottage No. 11, are away at this time on their vacation.. The boys of their cottage have been sent to the other cottages during the time that they are away.

Hair-cutting time is also here! The boys who work in the barber shop will be kept busy now for a few days. Mr. Adams is the one who directs the youthful barbers, J. D. Perkins, Thomas Brantley, Harry Matthews, and Phil Batson.

Last week was letter-writing time! This is a time that we all look forward to with great pleasure. Some of the boys sent their pictures home with their letters this time. The boys never forget to write an extra letter to their brothers in the service of our country.

Some more of the boys who have been here for a while have been released. Two of the Indian boys, Frank Chavis and Leroy Lowery, went home last week. Also, Herbert Key, J. R. Truett, James Lowman, Clyde Shook, Milton Talley, and others left the school. We hope for these boys the best of luck.

Mr. and Mrs. Harry Taylor paid the boys of Cottage No. 3 a very enjoyable visit Sunday afternoon. Mr. and Mrs. Taylor come by every Sunday and take about five of the boys to church services at their church, the Southside Baptist Church. Sunday evening five other boys got to go with them to the preaching service at the church.

Friday's chapel program was a very helpful one. We had a long story from the Bible story book. It was the story of Job. Mrs. Dotson read it. Then we had a prayer by Mr. Hines, the principal of our school. After that we sang several favorite songs. Some of them were songs by Stephen C. Foster. Mrs. Hawfield reads us one of the stories by Joel Chandler Harris. It was from "Uncle Remus."

We are happy to report that the uniforms for the Cub Scouts were obtained last Thursday.. We are anxious to see them wear them when they have the next program. All of the Cub Scouts were very glad when Mrs. Dotson, one of the Den Mothers, and Mr. Hawfield, our superintendent, took them over to Concord to get the suits. Too, the badges have been sent to them. All of this makes them take more interest in scouting.

We are working hard now to make a good report card for the reports go home the last of June. At that time there will be some promotions in our day school. The boys in the eighth grade are working hard to pass to the new ninth grade by the last of June. We have been having some of our examinations to find out in what subjects we should do remedial work between now and the last of the month.

Some work has been done recently in taking care of our School building. Mr. A. L. Carriker and the carpenter shop boys were plastering some places that needed repairing. Mrs. Miller, who is in charge of the library, certainly had it cleaned up the other day. The library boys and the seventh grade boys cleaned the windows, floors, book shelves, etc. There is a decided improvement in the appearance of some of the rooms now for the teachers have decorated them again..

The McKinnon Presbyterian Church gave nice testaments to the four boys from the School who are members of that church. Arrangements have been made whereby these four boys are to attend church services there every Sunday. First they attend the Sunday School and then the preaching service. In the afternoon they go to a mission Sunday School at Hope Chapel. Yesterday these four boys sang a special song at the Mission. They also took some mounted pictures of religious paintings and presented to the Mission.

Several new boys entered the School last Friday morning. They had been assigned to the different cottages the night before, and on June 1st they began their work in our day school. Raymond Byrd, from Fayetteville, entered the eighth grade. There were three new boys who entered the seventh grade. They were Claude and George Bridges, from Cliffside, and James Teague, from Salisbury. Connie Hill, from Leaksville and Clyde Brown, from Winston-Salem, entered our sixth grade. Kenneth McLean entered the fifth grade. He is from Blowing Rock. Alvin Fox, from Marion and Marcus Hefner, from Connellys Springs, entered the fourth grade, and Bobby Porter from Salisbury was enrolled in the second grade.

All three groups of the B. T. U. held their regular meetings Sunday afternoon. Mr. Snyder, Mr. Isenhour, and Mr. Iley are the ones in charge of the different groups. We appreciate their coming out here from Concord so faithfully every Sunday, and we realize that they are helping the boys a great deal. In Mr. Snyder's Junior Group the count was taken for the number of chapters in the Bible that the boys had read during the past week. They had read only 56 chapters. Mr.. Hines called the roll for the entire union and everyone was present except those in the hospital. The boys who made talks in the different groups were: Jack Gentry, Charles Shore, Marshall Sessoms, Herschell and Harold Duckworth, Jack Benfield, J. C. Cayton, Earl Gilmore, Sammy Lynn, Clyde Wright and Jimmy Snead. The talks were very good.

JUNE IN NORTH CAROLINA HISTORY

(We the People)

IT HAPPENED IN JUNE

June 2, 1775. Last Colonial Governor abandons the State.
June 2, 1791. George Washington visits scene of Battle of Guilford Courthouse.
June 3, 1868. University trustees adopt resolution designed to keep University open.
June 10, 1861. Henry Lawson killed at Bethel.
June 30, 1940. Battleship "North Carolina" launched at Brooklyn Navy Yard.
June 14, 1859. Fourth annual convention of school teachers meet at New Bern.
June 18, 1877. Governor Vance goes to Fayetteville to select site for Negro Normal School.
June 19, 1586. First Raleigh colonists abandoned North Carolina and return to England.
June 20, 1780. Battle of Ramseur's Mill.
June 21, 1877. State Board of Education locates Negro Normal School at Fayetteville.
June 21, 1831. First capitol building burned.
June 22, 1861. First State flag authorized.
June 23, 1904. Governor Aycock defends education of Negroes at Greensboro Democratic Convention.
June 26, 1584. Raleigh's first colonists reached North Carolina shores.
June 26, 1862. North Carolina troops helped save Richmond.
June 26, 1884. Watauga Club organized in Raleigh.
June 30, 1665. Revised charter given Lord's Proprietors incorporates Albemarle section into Carolina.

Three hundred and fifty-nine years ago, on June 26, 1585, the events that finally made America an English speaking nation happened in England. On that date, the first colonists Sir Walter Raleigh sent to America sailed from England. They were not adequately equipped for life in the new country. They landed at a place in what is now North Carolina, which the Indians called Wosaken, and after exploring some of the mainland, finally, settled on Roanoke Island. They immediately started searching for gold, and soon incurred the enmity of the Indians. The colony did not prosper and was out of food before supplies arrived. On June 19, 1586, the colonists abandoned the settlement when Sir Francis Drake arrived at Roanoke Island from one of his raiding trips and offered to take the discouraged colonists home. They eagerly accepted the offer,, and Raleigh's first attempt to colonize America failed.

The Albemarle section of North Carolina became a part of what is now this state 207 years ago when the British king revised the charter he had previously granted to the Lord's Proprietors. The orginal Charter did not include the Albemarle section, consisting mostly of settlements on the Albemarle Sound and the rivers flowing into the Sound. The mistake was discovered and, consquently, a revised charter was issued the Proprietors on June 30, 1665.

One hundred and ninety years after these early beginnings of life in North Carolina as an English colony, the beginning of the end of the relationship to the British Crown came on June 2, 1775, when Governor Josiah Martin abandoned the capital in the face of growing unrest of the

colonists and took up his abode at Fort Johnston below Wilmington. He attemped to govern from the Fort for a little more that another month, but went to a British battleship in July, when the Fort itself was destroyed,

The only Revolutionary event which happened in June was the Battle of Ramseur's Mill on June 20, 1780. This was a fight between Patriots and Tories, in which few if any British troops engaged. Lord Cornwallis, planning his southern campaign, thought he could arouse sufficient Tory strength in Piedmont Carolina to break the strength of opposition. His agents sent out the call and 1,300 Tories gathered at Ramseur's Mill, about half a mile from the present site of Lincolnton. The Patriots found out about this gathering of troops and Colonel Francis Locke collected about four hundred Patriots from surrounding counties and in a surprise attack whipped the Tory army. In some respects, this battle was not unlike that of Moore's Creek Bridge, both in composition of the troops engaged and in the results.

Three events connected with the Civil War have anniversaries which fall in June. The first is the death of Henry Lawson Wyatt, a soldier who joined the Confederate armies from Edgecombe County and was killed on June 10, 1861, at Bethel, Virginia. He was the first Confederate soldier to be killed in the war, and justifies the State's claim of "first at Bethel."

On June 22, 1861, the North Carolina Legislature, finding it had no State flag for North Carolina troops, adopted a flag which was used until 1885. This first State flag had a white star in the center of a field of of blue and blue and white bars making up the flag. Over the star was the date May 20, 1775, and under the star was the date May 20, 1861. The first date, of course, was that of the Mecklenburg Declaration and the second date that of the State's secession from the Union.

On June 26, 1862, North Carolina troops had an important part in saving Richmond, the Confederate Capital. This date marked the beginning of the seven-days battle around Richmond which finally resulted in McCellan's retreat. In this battle, North Carolina had two division commanders, Generals D. H. Hill and T. H. Holmes, and six brigadier generals, W. H. C. Whitting, G. B. Anderson, Robert Benson, L. O'B Branch, W. D. Pender, and Junius Daniel. They commanded thirty-six of the 174 regiments on the southern side. One out of every five killed was a North Carolinian and one out of every four wounded came from this State.

Teachers associations before the Civil War seemed to have been dominated by laymen, rather than by teachers and the teachers who did attend the meetings were college professors, or preachers. This is shown from the reports of the fourth annual meeting of the North Carolina Educational Association, which met in New Bern on June 14, 1859. At that time, Governor Ellis made a speech in the course of which he nominated the man he had defeated for Governor a little while before, W. W. Holden as President of the Association. He was elected. The Association discussed questions of mixed schools, boys and girls, to what extent the rod should be used as a means of punishment; and strangely enough at that

early date gave serious consideration to the matter of uniform textbooks for all children in the State.

Two events connected with the establishment of the first school for the training of teachers fall in the month of June. On June 18, 1877, Governor Vance, who was interested in Negro education, went to Fayetteville to inspect sites offered for the establishment of a Negro Teacher Training school, which he had recommended and the Legislature had approved. The site offered was satisfactory and the State Board of Education on June 21 voted to locate the school at Fayetteville. No normal school for whites had been established, as the teacher-training courses were offered at Chapel Hill. The Fayetteville Normal School, which is now the Fayetteville Teachers College, is therefore the oldest teacher-training institution in the State.

On June 3, 1868, the trustees of the University of North Carolina made an effort to prevent the closing of the University. The carpet-baggers had taken charge of education and proposed to reorganize the course of study at the University. President Swain and members of the faculty were not in sympathy and in an attempt to hold the University together until the carpet-baggers could complete their plans, they reelected all members of the old faculty on this date. This did not, however, prevent the University closing at a later date.

On June 26, 1884, a group of men in Raleigh organized a discussion group which they named the Watauga Club. Dr. David Lockmiller, in his history of State College, lists this as one of the important dates in the history of that institution. Its importance to the history of the college come from the Watauga Club's sponsorship of the movement to establish what is now State College. On June 23, 1904(Governor Charles B. Aycock in the closing year of his administration went to the State Democratic Convention in Greensboro to defend his record, particulary on the question of providing educational facilities for Negroes. The Governor had stated earlier in the campaign that year that he had no intention of taking part in the debates unless there were criticisms of his administration. His Greensboro speech before the convention was an answer to critics who had been shorter-sighted than Ayock in his vision of the need for educating Negroes.

One of the great battleships of the modern United States Navy, The North Carolina, was launched from the Brooklyn Navy Yard on June 13, 1940. This was the fourth battleship of the United States Navy to bear the name North Carolina. It was one of the first larger ships launched before the war started. It is a 35,000-ton ship, and at that time the most powerful ship in the Navy.

One hundred and fifty-three years ago, June 2, 1791, a great throng of people gathered at the scene of the Battle of Guilford Courthouse in Guilford County. The occasion was the visit of George Washington to this battlefield. He inspected the field and went over the lines of battle. His diary indicates that he thought the British could have been very decisively defeated in that battle if it had been carried out according to plan.

On June 31, 1831, the first statehouse erected by North Carolina to house its government in Raleigh

burned to the ground. The erection of this building was authorized in 1792 and completed a few years later. It housed the General Assembly and other departments of government until the fire of 1831. The next legislature authorized the erection of the present building, the cornerstone for which was laid on July 4, 1833.

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THE AMERICAN FLAG

We all do truly love thee,
Flag of my native land,
Whose meteor folds above me
To the free breeze expand,
Thy broad stripes are streaming,
And thy stars so brightly gleaming.

God is my love's first duty.
To whose eternal name,
Be praise for all thy beauty,
Thy grandeur and thy fame.
But ever have I reckoned
Thine, native flag, my second.

Woe to the foe or stranger,
Whose sacrilegious hand
Would touch thee or endanger,
Flag of my native land!
Though some would fain discard thee,
Mine should be raised to guard thee.

Then wave, thou first of banners,
And in thy gentle shade
Let creeds, opinions, manners,
In liberty be laid.
And there, all discord, ended.
Our hearts and souls be blended.

Stream on, stream on before us,
The labrum of light,
While in one general chorus
Our vows to thee we plight,
Unfaithful to thee? Never:
My native land forever!

—Dr. Charles C. Pise.

KEEPING THE STARS AND STRIPES GLORIOUS

(Selected)

The message prepared by Commander F. W. Galbraith, Jr., of the American Legion, a few days before his tragic death in 1921, was one worthy of careful consideration. It was written for Flag Day; but before that day arrived Commander Galbraith met his death in an automobile accident. What the Flag means to one who has followed it in service, and how much it should mean to every American citizen, may be learned from his words:

"Flags are like people. They are full of personality, endowed with characteristics, traditions, ideals,—and faults.

"These qualities Flags borrow from the nations they represent, the peoples over whom they wave. If a nation is great and benign, striving to make the Goldon Rule an internatmake the Golden Rule an international tenet, then is the Flag of that nation a glorious emblem and a symbol of right and truth. But if the nation is mean, jealous, and untrustworthy group, then its flag is only a bit of colored cloth.

"Down through the ages men have fashioned banners, have marched beneath them into battle and toiled beneath them in peace. They have died for their flags. Flags have been the first bright thing to which the child has thrilled with recognition, the last thing taken by the soldier to his grave.

"But is the Flag worthy of such reverence? Only, indeed, if those who revere it have a group conscience and a group aspiration to be honorable and just.

Our Flag was born when the nation was an infant. The breeze that first rippled its starry folds brought whisperings of troubled events, violence and bloodshed. But our Flag lives on, to see the nation live and grow and prosper. Our Flag has been carried into many battles but never on the side of conquest. It has known grave dangers but never has been sullied by a national shame.

"This Flag that ripples in the wind today is worthy of our reverences because we of this nation have striven, and always must strive, to keep our ideals lofty. Today we will pledge again our love for our Flag and our firm purpose to serve it. Our pledge, made today, will keep the Stars and Stripes glorious.

So long as that flag shall bear aloft its glittering stars—bearing them amidst the din of battle, and waving them triumphantly above the storms of the ocean, so long, I trust, shall the rights of American citizens be preserved safe and unimpaired.

—Sam Houston.

TODAY WE HONOR OUR FLAG AND THE FLAGS OF THE UNITED NATIONS

(Selected)

We have seen the Flag floating in front of the post office, watched our boys and girls pledge it allegiance. We remember it on many a Fourth of July picnic in the long ago. All our peaceful yesterdays we have taken it for granted. Today it is fiercely and proudly at war.

Now many of us are really seeing it for the first time. We know that we may lose all it has ever stood for; suddenly, it has become the most precious thing in the world. There it goes, fluttering over the khaki lines. A lump gets in our throat and we can not speak because we love it so much.

Only now are we beginning to know the tremendous task before us. We watch dear friends depart and we know that some of these faces we shall never see again. We know the price we shall pay in wrecked bodies, in silent grief and in gold stars. It makes no difference. We are ready.

Through our long years of dream and illusion we had almost forgotten our beginnings and what it means to be free. Our heritage lay neglected while we followed false prophets and feared little fears. Only yesterday we cherished ease above liberty; only yesterday we felt ourselves divided on little things.

Today we stand united against the common enemy who would destroy us all. We know now what we never knew in the days of our illusion, that this last great test had to come. Long ago it was written that those who would keep their freedom must ever stand ready to die for it, and that some day the battle must be joined. Such, sooner or later, has been the destiny of every free people and it was too much to hope that with us it could have been otherwise.

Now have come the days of grim decision. They are also days of hope. Once more the faith and idealism of our fathers are working in our hearts. Once more we march with our brothers of Bunker Hill and Valley Forge, of Gettysburg and the Argonne.

Once more the Flag moves forward, hope of the World, light of the oppressed and downtrodden everywhere, a promise to our children, the living, magic symbol of all that we once were, all that we still can hope to be.

THE FLAG LEADS

O bright flag, O brave flag, O flag to lead the free,
The hand of God thy colors blent,
And heaven to earth thy glory lent,
To shield the weak, and to guide the strong,
To make an end of human wrong,
And draw a countless host to follow after thee!

—Henry Van Dyke.

THE MODERN BETSY ROSS

(Sunshine Magazine)

When Betsy Ross got out her sewing basket one spring day, back in 1777, to make an American flag, she also launched an industry for women. But she never dreamed that a day would come when Old Glory would be turned out by the thousands. If that patriot of the turbulent Revolutionary days could return to the earth today and see what a huge business the making of our flag has become, she would find it difficult to believe that such a thing were possible.

Modern-day flag making, with its steadily whirring production line, has gone a long way since the day when 25-year-old Betsy, after laboriously fashioning and timidly submitting our first flag to the Continental Congress for its approval, received the coveted honor on June 14, 1777.

Today scores of factories turn out the Stars and Stripes by the thousands on day and night shifts. In addition to the American standards needed by our armed forces, hundreds of thousands of others are being made to keep pace with the steadily increasing demands of our civilians.

Betsy Ross, who set up business as a Philadelphia flag-maker after Congress gave her orders for all governments flags, took several days' time to fashion a replica of the red and white stripes, and the thirteen stars. Today, during the same length of time, several thousand flags are produced.

But making the modern flag today still is a labor of love, just as it was in the days of Betsy Ross. Despite the machine production, flag workers tenderly handle the Stars and Stripes, and strictly adhere to the sacred rules for its handling.

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STAND BY THE FLAG

Stand by the flag! On land and ocean billow
By it your fathers stood unmoved and true,
Living, defended—dying, from their pillow,
With their last blessing, passed it on to you.

Stand by the flag, all doubt and treason scorning!
Believe with courage firm, and faith sublime,
That it will float until the eternal morning
Pales in its glories all the lights of Time!

—John Nicholas Wilder.

WELL DIGGERS

By Roy L. Smith

Seated one day on the curb of Jacob's Well in Mid-Palestine, I suddenly came to realize the significance of a great truth. David had written his psalms, and they are sung to the glory of God and in grateful memory of David, to this day. Solomon coined his proverbs, and his minted wisdom has become a part of the heritage of all the race. Both have won their immortality by doing the great, the artistic, and the beautiful.

But there was another of the immortals of ancient Israel who also established his claim to eternal gratitude. Jacob dug a well.

The stones that line its wall were first put in place almost 3,500 years ago, yet they are still straight and true, and the well has never gone dry. Throughout thirty-five centuries men have come that way and refreshed their souls, and watered their flocks and herds at that well. It has never failed any man.

In India they have a proverb which says, "He has not lived in vain who has reared a son, planted a tree, or dug a well."

Most of us go every day drinking from wells we have not dug. Few of us, for instance, have ever paid any great price for our American citizenship. But no one can go, even today, across the rolling hills and down into the narrow valley made immortal by the sufferings of Washington's Continental Army without realizing that a price has been paid for our citizenship at Valley Forge.

There is no one of us who is not indebted to the past, and our sacrificial sires, more deeply than we will ever be able to pay. It is not enough that we shall raise monuments to their memories. The noblest shaft is but a token payment on such a debt.

He who would discharge his debt to his past and save his own soul must serve the age in which he lives.

Blessed is the man who digs a well from which another soul may draw hope and faith.

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OLD GLORY

By the driven snow-white and the living blood-red
Of my bars and their heaven of stars overhead—
By the symbol conjoined of them all, skyward cast,
As I float from the steeple or fly from the mast,
Or droop o'er the sod where the long grasses nod—
My name is as old as the glory of God,
So I came by the name of "Old Glory."

—James Whitcomb Riley.

CHALLENGE

(The Speaker's Library)

Let us be challenged by the heights to which men like ourselves can rise. Let us be proud of the fact that we are human beings and, because we are human beings, we contain within ourselves resources of strength and power great enough to enable us to climb far and high. I know that there is much disillusionment, much discouragement, much temptation to take the easy way, the short way, the short cut, to do the expedient rather than the right. But we are men—and because we are men we can rise above the dull level of yielding. It is not what destiny does with us, but what we do with destiny that determines what we shall become. When a man is determined, what can stop him?

Cripple him and you have a Sir Walter Scott.

Put him in a prison cell and you have a John Bunyan.

Bury him in the snows of Valley Forge and you have a George Washington.

Have him born in abject poverty and you have a Lincoln.

Load him with bitter racial prejudice and you have a Disraeli.

Stab him with rheumatic pains until for years he cannot sleep without an opiate and you have a Steinmetz.

Put him in the grease pit of a locomotive roundhouse and you have a Walter P. Chrysler.

Make him second fiddle in an obscure South American orchestra and you have a Toscanini.

Let life challenge you and be confident in your reply, for you are a man and the hardships of life are sent you, not by an unkind destiny to crush you, but to challenge you. Our "humanity" is not our weakness, but our strength. Despite much of the artificiality of life around us, the two greatest words in the English language still are "I can."

OUR COUNTRY'S BANNER

O God of our fathers! This banner must shine
Where the battle is hottest, in warfare divine!
The cannon has thundered, the bugle has blown,
We fear not the summons, we fight not alone!
O lead us, till wide from the gulf to the sea
The land shall be sacred to freedom and Thee!
With love for oppression, with blessing for scars
One Country, one Banner, the Stripes and the Stars.

—Edna Dean Proctor.

POSTWAR RADIOS

(Christian Science Monitor)

Despite current objections from the radio manufacturing industry concerning the proposal of the Federal Communications Commission to move frequency modulation stations from their 42-to-50 megacycle band to a higher 84-to-102 megacycle band, the present would appear to be the best time for the re-allocation— if it is ever to be done.

One Chicago radio manufacturer says that the FCC proposal would render obsolete approximately 5,000,000 FM sets "of the latest and most expensive design." The argument might have more validity if the times were normal and great quantities of receiving sets were to be made useless by such a move. It ought to be pointed out, however, that frequency modulation was only in its experimental stages when the war broke out. Possibly greater advances have been made in FM since 1942 under the spur of military development. But even the newest civilian FM receiver is at least three years old.

In the higher frequencies, there is room for many more stations. Growth of FM radiocasting was due, perhaps, in great measure to crowded conditions in the standard radiocasting band. The frequency-modulation band, with its promise of room for more stations with greater fidelity, was naturally and eagerly seized upon by the radiocasting industry for development. Moreover, it seems likely that most of the future radiocasting will be of the FM type.

Possibly the FCC already foresees crowding, even in the present FM band, as it has already foreseen it in the television frequencies. It would appear to be wisdom to encourage progress at this point rather than to wait until demands from radiocasters for more room forces the change at a much later date.

———:———

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of June 10, 1945

June 10—William Andrews, Cottage No. 13, 16th birthday.
June 10—John Wright McKinney, Cottage No. 6, 10th birthday.
June 11—William Black, Cottage No. 13, 15th birthday.
June 11—Coy Crabtree, Cottage No. 13, 16th birthday.
June 11—Clay Shue, Cottage No. 1, 11th birthday.
June 14—Thomas Chavis, Indian Cottage, 12th birthday.
June 14—Horace Collins, Cottage No. 1, 12th birthday.
June 14—Ellis Sylvanus Robinson, Cottage No. 2, 14th birthday.
June 16—Earl Gilmore, Cottage No. 6, 13th birthday.
June 16—Charles Rhodes, Cottage No. 10, 17th birthday.
June 16—Robert Rivenbark, Cottage No. 15, 16th birthday.

THE HOUR IS COME FOR MEN TO RETHINK SPIRITUAL VALUES

By Ira C. Prosser

We, the laymen, need to face this fact. We have been called on to rethink material things, even such commonly accepted things as coffee, tin, paper and rubber. This should mean we ought to give our best thinking to eternal values, also, because they alone can meet the real need of the present hour. Our main hope in this crisis is the dedication of Christian laymen to the program of Christ.

Another thing to get across to laymen is that God's plan for redeeming the world is not necessarily involved in the humanitarian program which is being supported so liberally and vigorously. Laymen must believe that the world is lost and that Christianity is a system of revealed truth by which it can be saved.

We conclude, therefore, that it is a loss of time, energy and money to enlist men and women for so-called kingdom work except upon the terms laid down by the Master. They must see what we are trying to do and accept the means which God has made available for doing it. Crowds, pep meetings, phony enthusiasm and superficial brotherhood talks are not sufficient. Convictions need to be put into action, words into deeds, and love into living.

Men need to realize that atheism, communism and materialism cannot solve the world's needs. These ideologies are the selfish dreams of unchristian men. Their motives, methods and means have only served to bring chaos and confusion among men and nations. Surly, we can all agree that world conditions call for a great spiritual awakening. If we are to rehabilitate a sin-sick, war-torn world, we must rethink spiritual values and rebuild on a foundation that is in harmony with the laws of God. Freedom, permanent peace and genuine prosperity will come when we are willing to obey these laws. The teachings of Jesus are based on them. Rethinking spiritual values and applying the principles of Christ to the individual and to all the groups throughout the world should receive priority in the rehabilitation program of the nations.

———:———

Keep your mind on the great and splendid things you would like to do, and then, as the days go gliding by, you will find yourself unconsciously seizing the opportunities that are required for the fulfillment of your desire. Picture in your mind the able, earnest, useful person you desire to be, and the thought that you hold is hourly transforming you into the very individual you wish to be..—Elbert Hubbard.

SETTLING QUARRELS

By Mabel Powers in Boys Life

Most young folks are familiar with such Indian expressions as "burying the hatchet," and "smoking the peace pipe." But how many ever heard of "setting up sticks" to settle a quarrel?

If two Seneca boys fell to quarreling, the mother would say to them, "Go and set up your sticks." The boys knew what this meant. They were to go some distance from the lodge and set up three sticks in tripod form. The quarrel must then be left with the sticks for one moon (month). At the end of that time the position of the sticks would determine who was right, but they must be sure to leave the quarrel with the sticks, and in the meantime the boys would have to go back to their work or play. They might have agreed that if the sticks at the end of the moon leaned toward the rising sun, Running Deer was right, but if they leaned toward the setting sun, Flying Squirrel was right. But if they had fallen down, neither one was right. Because of the action of the wind and the rain, the sticks usually did fall down.

At the end of the moon the mother would send them to see what the sticks had said, and more times than not they could not even remember what they had set the sticks up for. Thus the quarrels were easily settled.

Young braves sometimes settled a dispute by making an excavation in the ground. First one and then the other would come and talk his grievances into the hole, actually unburdening himself. The earth would then be replaced and tamped down, and the quarrel would remain buried as long as the earth was not moved. The Indian is a good psychologist. He knows it is good sense to get angry thoughts out of one's system.

The Mohawks would take their boys out into the forest and point out the tall, straight trees growing side by side, always reaching up and up to find the sun. The trees were obeying the laws of the Great Spirit, living in harmony and peace with all other trees. If one were very still and listened, he might hear the songs of happiness that the trees were singing softly to one another. If the boys wished to grow tall and straight and strong, they too must live in harmony with one another, and seek to find the source of life, the power behind the sun.

A Cayuga Indian gave another suggestion for curing trouble among children. The offenders would be taken into the woods and quietly tied to two trees that were growing close together. The children were tied so they directly faced each other. Looking straight into each other's eyes, it was not long before two pairs of dark eyes in such close contact were smiling again. Eyes are telltales. They say what the heart feels.

No one can beautify his own lot by sowing weeds in that of another.

FOLKS, FACTS AND FANCIES

By Beatrice Cobb in the Morganton News-Herald

Once at a meeting of national importance a newspaper friend introduced me to Henry Mencken, and circumstances were such that we chatted together for possibly ten or fifteen minutes. I had heard so much about the man, who is in my opinion one of the literary "oddities" of our generation, that I was glad of the opportunity to try to "size him up." When I see anything he has written my mind harks back to that brief conversation . . . with more tolerance, I think, than I might otherwise have had. Recently he compiled a "New Dictionary of Quotations," which I've been intending to buy. Evidently he has made wide and exhaustive research for the book. The following are samples of proverbs he has dug up, all of these referring to "wives":

"If you want peace in the house, do what your wife wants." (African proverb).

"In buying a horse and taking a wife, shut your eyes and throw yourself on the mercy of God." (Italian proverb).

"Beat your wife on the wedding day, and your married life will be happy." (Japanese proverb).

"He who loves his wife should watch her." (Moroccan proverb).

"He that goes a great way for a wife is either cheated or means to cheat." (Norwegian proverb),

"The reputation of a man with an ugly wife is always safe." (Portuguese proverb).

"When a man takes a wife, he ceases to dread Hell." (Rumanian proverb).

"A wife may love a husband who never beats her, but she does not respect him." (Russian proverb).

"Never praise your wife until you have been married seven years." (Ukranian proverb).

"Trust your wife with your life, but never with your secrets." (Welsh proverb).

JUSTICE

Justice is one of the masculine virtues. If a man is "square" he is true not only to himself and his friends, but even to his enemies. It takes a really big man to give fair play and even-handed justice between some fine fellow whom he loves and another fellow who is not so fine and whom he does not love, yet the world is full of men who do it. Prejudice is a most difficult obstacle in the road of any man who is trying to keep his relations with other men square. Reasonableness is the lubrication of life and is a virtue that appeals to men when found in other men. It throws a clear light on many difficulties, sets things in their true proportions and shows how small the small things really are.—The Educator.

LAST SUNDAY'S SERVICE

Dr. John Church, who is recognized as an outstanding evangelist in the Methodist Church, was the guest minister at the afternoon services last Sunday. Dr. Church is conducting a revival meeting at the Westford Methodist Church in Concord, and he was accompanied to the school by Rev. A. C. Swofford and Rev. E. J. Harbison. The boys were greatly delighted with the excellent message.

Dr. Church used as a topic for his sermon these words: "The Thistle That Tried To Marry Into the Cedar Family." He used as his text the ninth verse of the fourteenth chapter of II Kings. This is a parable which uses two of the plants of nature—the thistle and cedar tree— to present in a forceful way a commonplace truth and light.

The thistle was described as a plant with sharp stickers, not only useless and worthless in itself but infesting the earth about it so that it is always in the way. The cedar was described as a very beautiful and stately sort of tree which has many valuable uses.

The speaker compared these plants to the different classes of people in the world today, and he divided his message into four parts, as follows:

First, it was explained that the thistle and the cedar both grew in the country of Lebanon; they grew in the same soil assisted by the same rain and sunshine; yet one was always the thistle and the other the cedar. Likewise, in life there are boys who perhaps grow up in the same home, go to the same schools and churches, and spend much time together as companions. Yet, one of them makes of his life a failure, or a thistle, and the other becomes a person of strong character and great usefulness.

Second, it was explained that the thistle did not even recognize that it was a thistle. In fact, it saw no reason why it should not have an equal stand with the cedar. Sometimes, boys think up alibis for themselves and blame somebody else for their failures. The speaker explained to the boys that everyone had a better opportunity in life than did Abraham Lincoln, if only they would make use of it.

Third, it was explained to the boys that the wild beasts in Lebanon eventually trod upon the thistle and trampled it into the dust. It was different, however, for the cedar. When Solomon was ready to build the finest temple in all the world he sent the woodsmen to the forest to glean the finest cedars of Lebanon and to use these for the timbers in the temple. Likewise, the boy whose life is sinful and worthless finds, sooner or later, that the wild beasts of sin come along and trample them into dust, whereas the boy who improves himself becomes a great asset in his home community. The world is always looking for cedars, and it is always looking for the man who has something valuable to give.

Fourth, the speaker reminded the boys that while the thistle and cedar were what they are by nature, and that nature within itself is changeless, on the other hand boys and men, because they are free moral agents, may decide for themselves what they will amount to in life. They have the power of decision and they can make

choices for themselves. They can make up their minds whether to be gentlemen or worthless scrubs. Sometimes a boy who is poor and lives in rags and poverty, if somebody gives him the right sort of counsel and advice, may become a great leader in the world. He may become a great scholar or a great builder or a great mechanic. Life can be transformed and a person can be born again into the spirit of love.

———:———

PEOPLE LIKE THIS

President Truman has strengthened his position with most Americans by demonstrating a determination to cut expenses where they can be cut without harm to the war effort.

And the war program, the President reasons, has reached the stage where it is no longer necessary for all agencies to have unlimited access to public funds.

The President began by recommending budget reductions of more than $7,000,000,000 for 10 top war groups, saying the action was part of his program for transition from a two war to a one war basis and pointing out the need for increasing economy in government as we near the postwar conversion period.

Mr. Truman recommended that Congress cut Maritime Commission funds for ship construction by more than $7,000,000,000.

For eight other agencies he suggested a cut of more than $80,000,000 in budget estimates for 1946. Included in this group are the Office of War Information, the War Production Board, the Office of Censorship and the Office of Defense Transportation.

Going still farther, the President wisely recommended the abolition of the Office of Civilian Defense by June 30th, withdrawing its proposed budget of $369,000 for the next fiscal year.

These are matters of prime importance to every American indicating a return to more normal conditions as the war program moves toward a successful conclusion.

—The Mooresville Enterprise.

COTTAGE HONOR ROLL

Week Ending June 3, 1945

RECEIVING COTTAGE

Thomas Brantley
Samuel Dill
William Hammond
Harry Matthews
James Perkins
James Teague

COTTAGE No. 1

Lyndon Barnett
Hubert Black
William Britt
Carl Church
George Cox
Robert Cannady
Horace Collins
Worth Craven
Calvin Davis
William Doss
Ralph Gibson
James Hensley
Robert Holbert
John Linville
A. J. McCraw
David Prevatte
Clay Shew
Harry Thompson
Benson Wilkins
Lester Williams

COTTAGE No. 2

John Allen
Harvey Arnett
Louie Ashe
Charles Byrd
Walter Byrd
Robert Furr
Bruce Honeycutt
Gerald Johnson
Donald Kirk
Chester Lee
Howard Manus
Barney Mills
Harold McKinney
John McLean
Stanford McLean
James McMahan
James Norton
Knox Norton
William Phillips
Hayes Powell
Marshall Prestwood
Melvin Radford
Van Robinson
James Snead
Kermit Wright

COTTAGE No. 3

Charles Allen
James Arrowood
Craven Callihan
Joseph Case
James Christy
Herschell Duckworth
Robert Duncan
Talmage Duncan
James Graham
Earl Greene
Emory King
Cecil Kinion
Samuel Lynn
Jack Oliver
Lloyd Purdew
Donald Redwine
Clifton Rhodes
Thomas Staley
Clyde Wright

COTTAGE No. 4

J. C. Alley
Leonard Bradley
John Fine
Eugene Grice
Robert Hogan
Hobart Keaton
William Lewis
Roy Miller
William Meadows
Garnett Quessinberry
J. R. Truitt
Edward VanHoy

COTTAGE No. 5

Randolph Ammons
Raymond Pruitt
Robert Wilkins

COTTAGE No. 6

Arthur Brooks
Donald Branch
Thomas Childress
Richard Davidson
Rufus Driggers
Keith Futch
Robert Mason
Nolan Morrison

Jerry Oaks
Leroy Wilkins
James Walters
William Hawkins

COTTAGE No. 7

Russell Beaver
Robert Bradbury
Carlton Cox
Paul Church
Carlos Faircloth
William Hamilton
John Hill
James Knight
Jack Phillips

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Thomas Corley
Ray Edwards
Liston Grice
Charles McClenney
Eugene Peterson

COTTAGE No. 10

(No Honor Roll)

COTTAGE No. 11

(Cottage Closed)

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

William Andrews
Earl Allen
Eugene Frazier
Rufus Massingill

COTTAGE No. 14

Charles Blakemore
Clyde Bustle
William Ferguson
Howard Holder
William Lerschell
Lawrence Littlejohn
Landon McKenzie
William Rogers
Bruce Sawyer
Grover Shuler

COTTAGE No. 15

George Brown
Jack Benfield
William Correll
Harold Coffey
Jack Crump
Alvin Fox
Robert Flinchum
Jack Green
Marcus Hefner
R. V. Hutchinson
Kenneth Hankins
James Knight
Marshall Lamb
J. B. Ledford
Gordon McCann
Robert Rivenbark
Ralph Steward
Robert Summersett
Dewey Smith

INDIAN COTTAGE

(No Honor Roll)

INFIRMARY

(No Honor Roll)

———:———

A leader of men must make decisions quickly, be independent; act and stand firm; be a fighter; speak openly, plainly, frankly; make defeats his lessons; co-operate; co-ordinate; use the best of any alliances or allies; walk with active faith courageously toward danger or the unknown; create a staff; know, love and represent the best interests of his followers; be loyal, true, frank and faithful; reward loyalty; have a high, intelligent and worthy purpose and ideal. Do justice; love mercy, fear no man but fear only God.—John W. Dodge.

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THE UPLIFT

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A FATHER'S PRAYER

Lord, make me tolerant and wise;
Incline my ears to hear him through;
Let him not stand with downcast eyes,
Fearing to trust me and be true.
Instruct me so that I may know
The way my son and I should go.

Lord, strengthen me that I may be
A fit example for my son.
Grant he may never hear or see
A shameful deed that I have done.
However sorely I am tried,
Let me not undermine his pride.

In spite of years and temples gray,
Still let my spirit beat with joy;
Teach me to share in all his play
And be a comrade with my boy.
Wherever we may chance to be,
Let him find happiness with me.

—Edgar A. Guest.

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The Uplift

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S. G. HAWFIELD, Editor — LEON GODOWN, Printing Instructor

A TRIBUTE TO FATHER

Used to wonder just why father
Never had much time to play;
Used to wonder why he'd rather
Work each minute of the day.

Used to wonder why he never
Loafed along the road and shirked;
Can't recall a time whenever
Father played when others worked.

Father didn't dress in fashion,
Sort of hated clothing new;
Style with him was not a passion,
He had other things in view.

Boys are blind to much that's going
On about 'em every day,
And I had no way of knowing
What became of father's pay.

All I knew was when I needed
Shoes, I got 'em on the spot;
Everything for which I pleaded
Somehow, father always got.

Wondered, season after season,
Why he never took a rest,
And that I might be the reason
Then I never even guessed.

Saw his cheeks were getting paler,
Didn't understand just why;
Saw his body growing frailer,
Then at last, I saw him die.

Rest had come. His tasks were ended,
Calm was written on his brow;
Father's life was big and splendid,
And I understand it now.

—Detroit Free Press.

HONORING FATHERS

Several days ago, Mr. H. E. Fries, of Winston-Salem, sent us some material for The Uplift, appropriate for Father's Day, and we are using it just at it was transmitted to us. We take this opportunity to express our deep appreciation to him for this thoughtful courtesy.

Incidentally, we wish to say that we have always regarded Mr. Fries as one of the most ardent and devoted friends of this institu-

tion. In numerous ways he has manifested his keen interest in the work for the boys here. For all of these things we hold him in high esteem.

His contribution reads as follows:

On December 15, 1936, a father wrote his son of his desire for greater efforts in his studies at college, and quoted the following poem by Edgar A. Guest, entitled "A Father's Hope."

Little chap who holds my hand
You're too young to understand
Half the curious things I say,
But some day perhaps you may.

Very oft you question me
"Daddy, what is it you see
When you look so far away?"
"Nothing, nothing, son!" I say.

But though strange my answer seems,
I am gazing at my dreams
And the things I hoped to do
Once when I was small like you.

There's a man I hoped to be,
Reaching goals denied to me;
Winning fame and fortune, too,
Doing things I couldn't do.

Now I know I'll never rise
To the counsels of the wise;
But to hope I'm clinging still,
For some day another will.

There's another I shall see
Being all I wished to be,
Doing all I longed to do,
And I hope he may be you.

On December 16th, the son replied in part as follows:

"I received today one of the most inspiring letters to my knowledge, I have yet received. I really appreciate your letter. I really did get off to a bad start—but that, Dad, is in the past. My entire efforts are now devoted to the present, and to pulling those grades up. I thoroughly enjoyed the poem. I hope you won't mind the answer I wrote to it."

A SON'S ANSWER

True, I do hold your hand,
True, I don't understand
Half the things you say,
But I'm sure I will some day.

Though oft times I may
Tread the wrong, sinful way
You are always there
By me, to take a care.

Though strange as it seems
I, too, have my dreams
Of things I'd like to do
When I've grown up like you.

You may not be rich
And have vast amounts,
But you are happy, Dad,
And that's what counts.

So it isn't making millions
That I'd like to do;
'Tis being a real gentleman, Dad,
Just like you.

The son has been reported as "Missing in Action. The father tells me that he finds comfort in the following:

A PARENT'S SILENT PRAYER

"Dear Lord—
You gave Your Son to save the world,
You didn't count the cost
In blood and sacrifice;
You gave Your Son that we might live.
Dear Lord—
Can I do less?
I give the world my son
That he may help to save
The things for which Your Son
So nobly died.
If, when victory's won, dear God,
And You send back my son,
I'll press him to my breast and thank You, Lord.
And if he goes to join Your Son, I'll understand,
And through my tears, rejoice
To know that my son and the Son of God
Go hand in hand. Amen."

* * * * * * * *

A NEED FOR A RE-APPRAISAL BY WAGE EARNERS

During the abnormal conditions of the war period the great masses of people who are depending for their livelihood on their work from day to day have been undergoing some experiences which have brought to the surface some very undesirable traits among many people. In far too many instances, people have felt that, because there was a shortage of manpower they could take advantage of this situation to be unfair and unscrupulous in their relationships to their employers. This frame of mind or trend of thought has permeated almost every field of human endeavor, and, while it is no doubt true that the great majority of laboring people have been fair, far too many have taken advantage of the situation. There have been numerous instances when some have deliberately manifested an unwillingness to give an honest day's work for fair wages, and they have done so because they knew the predicament of their employers and how utterly futile it would be to attempt to replace them at the time. In doing these things they have regarded themselves as smart and clever when in reality their failure to measure up to fair standards

has done far more to their own characters than it has to anybody else.

In general, these are the people who are shirkers, whether they are clerks, nurses, teachers, mechanics, plumbers, carpenters, or cooks. We have been passing through a period in our industrial and economic life when the principle of competitive employment has ceased to exist, and consequently many have demonstrated to the world the very essence of their inner character. Any person who has taken advantage of a situation like this is comparable to the disloyal soldier in ranks, who by his constant indifference and unworthiness has rendered himself as an undesirable member of the army.

In many instances those who have not had a true sense of personal integrity or of honest values and yet who have been forced by the law of competition to do honest work have demonstrated to the world the inherent weakness in their lives. They have been rank chislers and they have chiseled on the soldier boys in the armed services. A good many, because of the unusual circumstances, have been receiving far better wages than they had ever received before, and in numerous instances who have not known how to handle money intelligently or to be thrifty with their investments have wasted their resources. There have been far too many instances when the families of soldier boys who were being blessed with allotments enough to give them more income than they had ever known before. have become foolish and extravagant in their own personal ways of living.

With the advent of a new day, when the demands of war have been met and competition in employment appears again, a good portion of people will find it necessary to re-adjust themselves to new situations. Unfortunately, it will be true that many will never be able to make these adjustments. For many it is going to be very difficult to retrace their steps and get back to the fair and sensible viewpoint of living according to modest incomes and to the principle of giving an honest day's work for fair remuneration.

It should be explained also that the shirkers who have impeded the war effort by their disloyal attitudes have had their counterparts among the owners of industry who have been guilty of chiseling, too. There have been those who have even been convicted of substituting

imperfect materials in the manufacture of war goods, and there have been those who have resorted to numerous types of subterfuge in order to gain exorbitant profits. The government has been forced constantly to employ inspectors and investigators to keep such activities to a minimum.

In this connection it should, in fairness, be said that a great proportion of the working people have recognized the critical problems which have confronted the nation, and they have made extraordinary efforts to fulfill all their obligations as workers. There have been some who have had friends and relatives in the armed services, and with resolute determination they have given their best. These, of course, deserve the commendation of all. These are the people who have believed in such slogans as PULL FOR THE U. S. A. OR PULL OUT.

* * * * * * * *

BOYS ENTERTAIN ROTARY CLUB

A group of boys from the Jackson Training School presented the program at the meeting of the Concord Rotary Club on Wednesday, June 13. This was a varied program consisting of group singing, recitations and band selections. Superintendent S. G. Hawfield, a member of the Concord Rotary Club, served as chairman of the program committee and introduced the boys who participated in the program.

A group of band boys, under the direction of Warren H. Wilson, who is also a Rotarian, presented three selections. The boys who participated in this part of the program were Billy Poteat, John Allen, William Whistnant, Bobby Blackwelder, Gerald Johnson, Charles McClenney, Forest Cowan, and J. B. Wilson. Steve Strawn, who is a student in the Concord schools, joined with the Training School boys in their selections. The numbers played by this group were: "English Melody," "March Marioneette" and "Front Line March."

A group of seven boys sang two songs, "There Are Many Flags In Many Lands" and "There's A Star-Spangled Banner Waving Somewhere" These selections were presented primarily because the following day, June 14, would be celebrated in the nation as Flag Day.

These boys were accompanied by Miss Mary Davis, teacher of the third grade at the Jackson Training School.

The following boys presented reading selections: Billy Poteat, "Hats Off;" James Arrowood, "A Boy's Mother;" Charles Allen, "Unappreciated;" William Whistnan, "Elmer Brown;" Gerald Johnson, "Charles William At The Palace Of Fun."

The Training School boys acquitted themselves well in their performances, and the entire program was full of enjoyment and entertainment. The boys were greatly pleased to have the opportunity to make this trip to Concord, and to attend a meeting of the Rotary Club. It is certain that it was a most profitable trip to the boys.

* * * * * * * *

THE GROUNDS AT THE ADMINISTRATION BUILDING ARE IMPROVED

A project has just been completed—beautifying the grounds immediately in front of the Administration Building. The area which was improved is at the end of the large walk in front of the Administration Building, and it is the place where the work lines assemble in the mornings and in the afternoons.

Two large rocks which stood almost in the middle of this space were completely removed and the surface all smoothed over and gravelled. It was necessary to use a good bit of dynamite to get these rocks torn apart so they could be removed. The work was under the direction of Mr. Oscar Blackwelder, of Concord. He was assisted by Mr. A. L. Carriker and his group of carpenter shop boys.

At the school we have all been delighted with the grand improvement that has been made on the grounds through this project. We no longer have this unsightly obstacle in such a conspicuous place, but instead we have a beautiful, level area that can be used for the assemblying of work lines in a more orderly manner.

* * * * * * * *

FATHER

As we gain in knowledge and experience we begin to understand more fully the things that make this life and world possible. A day

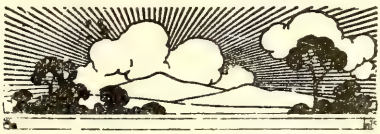
has been set aside and dedicated to those, our fathers, who have made, do make, sacrifices, and by their paternal love and consideration make this a better and more secure world in which to live.

It is difficult to describe a father's feeling toward his children. To know a father's thoughts, his hopes, and the many reasons for wanting to be a father are best defined by Speare when he said: "Children are our most transcendent ideals. They can reach beyond what we have dreamed for ourselves and by so doing justify our existence, repay the sacrifices that we have made. It is by this eternal progress that mankind is reaching ever nearer to the stars."

When we give thought to all the efforts our fathers have made that we might survive and succeed, we cannot help but realize that we owe them much. But how little praise we stop to give them. How few of us ever take time out to put a loving and respecting hand upon dad's shoulder and say: "I appreciate what you have done for me, dad, you may rest assured that my future will have the singleness of purpose of coming up to your expectations."

When we are faced with problems or when we are caught in a treacherous eddy in life from which we feel there is no escape, we should seek the counsel of our father. He will understand. He was once a boy himself and perhaps had met and solved those trials and tribulations which we consider beyond solution. With our fathers by our side piloting our ship the sea of life can be successfully navigated.

On his day some pay tribute to him by gifts, others shake his hand and look into his eyes and he understands. If we cannot do either of these, we can drop a few lines to our fathers and there is little doubt that the result would be a new trust founded between us and the most important men in our lives, "our dads."—Bernard Kilpeck.



LOCAL HAPPENINGS

Reported by Boys of the School Department

Items of Interest

By Boys of the Eighth Grade

Last Monday, three of the Training School boys began to help Mr. Blackwelder, of Concord, who came to the School to remove an unusually large rock which was in front of the Administration Building. It was necessary to use dynamite to blast the rock into pieces so that it could be removed by a tractor. On Tuesday a series of blasts began and are still going on. The work will be finished some time this week, and the appearance of the campus will be greatly improved.

—Thomas Stallings.

Due to the shortage of linotype operators, it was necessary for the Concord Daily Tribune to have an additional helper. On Wednesday of last week, the School authorities permitted Liston Grice, a boy who has served as linotype operator in the printing class for approximately ten months, to begin work there. So far his work has been highly satisfactory.

—Thomas Stallings.

Recently, several more boys have been released to go to their homes or to be placed in the home of someone else. The boys who left the School last week were as follows: Theodore Young, Marshall Prestwood, Sebarn Garmon, Gaston Cartrette, Leo Saxon and Harold Cruse.—Thomas Stallings.

Last Thursday evening Harold McKinney, Craven Callihan, William Poteat, Jack Benfield and James Stadler went on a picnic to the country lodge of Miss Helen Marsh, near Concord. These are the boys who sing in the choir at All Saints Episcopal Church, each Sunday morning. We played several games such as ping pong, tennis, badminton, etc. An excellent picnic supper was served by several ladies of the church. Those in attendance other than the choir boys were: Mrs. Dorothy Kaulbach, Miss Helen Marsh, Mr. and Mrs. Albert Willis, Mr. and Mrs. Thomas B. Longhurst, Rev. and Mrs. Edwin B. Jeffress, Albert and "Tiny" McCoy, Ted Thomas and Leon Godown.

We certainly had a fine time, and we are grateful to these good people for making this outing possible.

—Jack Benfield.

Last Friday at the assembly, we had singing, led by Mrs. Morrison. Miss Davis played the piano. Our Bible story, "The Story of Joseph," was read by Miss Baird, and all repeated the Lord's Prayer. We had some speeches. Gerald Johnson recited "Charles William at the Palace of Fun;" Charles Allen, "Unappreciated" and James Arrowood, "A Boy's Mother." To conclude the program, Mrs. Hawfield read for us "The Bear Story," by James Whitcomb Riley.—Jack Benfield.

Mr. James H. Hobby, who is officer in charge of Cottage No. 15 and the dairy, has gone away on a vacation. He will spend his vacation at Newport and in Raleigh.—Jack Benfield.

All of the boys who had their tonsils removed are getting along nicely. Four groups have already gone, and there are more yet to go. The last

group to go is now back in our infirmary. From the eighth grade, Robert Lee and Charles Shore had their tonsils removed.

—Kenneth Staley.

Our movie last Thursday night was "Thumbs Up," a Republic production. The boys enjoyed it very much.

—Kenneth Staley.

At recess periods each day we have regular volley ball games. There are always many boys who are eager to participate in the games. At the same time, there are other groups who are using the outdoor basketball courts or who are pitching horseshoes.

—Kenneth Staley.

Last Thursday morning we were certainly surprised when Rev. and Mrs. W. S. Luck, of Wilkesboro, came to visit the Training School. The boys of the eighth grade were glad that they could be here at the time of the devotional exercises—at which time the teacher read the Bible story for the day and the boys prayed the Lord's Prayer. After that the boys sang two or three numbers. Rev. Mr. and Mrs. Luck are really from Winston- Salem, but at the present time he is the pastor of the Hinshaw Street Baptist Church, of Wilkesboro. Rev. Mr. Luck made several favorable comments as to the training the boys are getting at the School and as to the way the boys want to learn some useful trade and get an education. We hope they can come to visit the School again sometime.—Kenneth Staley.

On Saturday, June 9th, Mr. T. R. Adams, who is in charge of the Receiving Cottage, gave the boys in his cottage a weiner roast. It was given to these boys because of the splendid record they had made for the last two months. We had the weiner roast about a mile from the Receiving Cottage, and we went over there on the truck. Twenty-seven boys are now in this cottage, and they all had a good time.—Charles Reeves.

Last Saturday night, when the Young Men's Class of the Southside Baptist Church had their regular class meeting, they had a fish fry. It was held at the home of Mr. Eugene Plummer, near the Southside Church. The boys who went from the School were: Thomas Staley, Alvin Porter, Clyde Wright, Clifton Rhodes, Marshall Sessoms and Kenneth Staley, and they all enjoyed the fish, cakes, lemonade and coffee. Mr. Harry Taylor, who is so kind to take some of the boys to Southside Church every Sunday, came by to take these boys to the meeting. We had fish, more fish and most fish—in fact, we had so many fish left over that Mr. Taylor brought some back for some of the other boys at the School. We take this opportunity to thank Mr. Hawfield for permitting us to go to the class meeting and the fish fry.—Kenneth Staley.

Last Sunday morning, we went over to the McKinnon Presbyterian Church, to Sunday school and preaching service. After preaching was over, we went to Mr. John McInnis' home for our midday meal. We stayed there until two o'clock, and then we went to the swimming pool near the Concord Canteen and swam for about two hours.. We surely had a good time.

—John Allen.

The boys of the Training School are now preparing a program to be given at the meeting of the Concord Rotary

Club on Wednesday. At that time, our school band will be present and play. The following boys from the band are to be there: William Whistnant, Gerald Johnson, William Poteat, J. B. Wilson, Robert Blackwelder, Marshall Sessoms and Charles McCleney. Gerald Johnson will recite "Charles William at the Palace of Fun;" Charles Allen, "Unappreciated;" James Arrowood, "A Boy's Mother" and William Poteat, "Hats Off." All the boys are going to sing "There Are Many Flags in Many Lands."—John Allen.

The Cub Scouts, dressed in their newly- acquired uniforms, gave a very impressive and interesting program last Sunday morning. They first lined up on the stage according to dens, which is the term they use for their groups, just as the older Boy Scouts use the word troop. There are three dens, and a den mother is in charge of each one. They are as follows: Den No. 1, Mrs. Dotson; Den No. 2, Mrs. Tomkinson; Den No. 3, Mrs. Liske. After they were all lined up on the stage the Cubs saluted the Cub Master, Mr. Hines. Then they sang "America," after which they were asked some questions about cubbing and explained the den-doodles made by each den. Mr. Hines then presented the Cubs charter to be framed.

The Cubs were then awarded badges for progress and advancement. Mr. Hawfield then presented the den mothers and Scout committee their membership cards. Mr. Hawfield spoke briefly, stressing the fact that more boys at the School should be in the Scouts and Cub Scouts, and that this could be done if the boys only tried hard enough. The program was ended by all singing "Onward, Christian Soldiers."—Thomas Stallings.

B. T. U. Meeting—Intermediate Group

By Gerald Johnson, 8th Grade

We began the meeting with our parts for this week. They were as follows: (1) "The Supreme Need," by Kenneth Staley; (2) "I Need God for Life Itself," by Hugh Cornwell; (3) "I Need God for Salvation," by Marshall Sessoms; (4)"I Need God for Guidance," by Jack Gentry; (5) "I Need God Every Day," by Robert Lee.

After the talks were given, we were dismissed by prayer by Gerald Johnson.

B. T. U. Meeting—Junior Group I

By Donald Redwine, 3rd Grade

First, Mr. Snyder read the Scripture, reading from the 7th chapter of Luke. He then drew a picture on the blackboard to illustrate the story. Robert Peavy then recited the Twenty-Third Psalm. Mr. Hines called the roll a,nd Mr. Snyder took the count for the Bible readings during the week. Next, Mr. Snyder called on Mr. Hines to explain the picture that he (Mr. Snyder) had drawn on the board. Afterward Mr. Hines told us a story which showed the need of prayer. We closed our meeting with sentence prayers.

..B. T. U. Meeting—Junior Group II..

By Ralph Gibson, 6th Grade

The program started by Mr. Puckett's reading the memory verse to us. Rev. Mr. Summers, who was visiting with us, said the memory verse by heart, and then we repeated it together. Our program was entitled "My

Church and I." The parts on the program were as follows:

(1) "My Church—Christ's Plan," by Clyde Wright; (2) "My Church—What Is It?" by William Brooks; (3) "My Church—Why People Join," by Ralph Gibson; (4) "My Church—Its Ordinances," by Jack Phillips; (5) "My Church—A Democracy," by Robert Helms; (6) "My Church— Its Guide," by Earl Gilmore.

We had some boys from Cottage No. 3 visiting our group. We were glad to have them. We closed our program with sentence prayers by the boys in our group.

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THE BOY ON FIRST

Forgive me, folks, if I am proud
And hold my head above the crowd
And act as if I'm satisfied
With me myself, the man inside.
It isn't that at all, at all;
But see that boy who caught the ball
And touched the bag and made an out?
Well, that's what I am so proud about,
That's why I'm proud enough to burst;
For that's my youngster playing first.

There's pride and pride, and one's the kind
That ordinarily you find,
When someone's proud of him himself,
His job, his title, or his pelf.
And yet the only pride worth while,
To give you joy and make you smile,
Is when it's someone that you love,
It's someone else, you're proudest of—
A boy on first who bears your name,
And loves his dad, and plays the game.

A man must scrimp a hundred ways
To raise a family these days;
But he can work and he can win,
Work day and night and work like sin,
If he can have, to make him glad,
A boy he's proud of, lucky dad!
And boys, you boys, remember that—
That's what he's working for, and at:
Just be the boy at school, at play,
Your dad is proud of every day.

—Douglas Malloch.

A MESSAGE TO GRADUATES

(The Mecklenburg Times)

With alll of the gigantic problems of the entire world staring them in the face, the immediate future outlook for our high school graduates, as well as for high school and college graduates everywhere, is not too bright.

The dire necessity of each one of them helping to win the war against Japan makes it difficult for these fine boys and girls to plan their own future as they would like to do. All of their dreams are, therefore, somewhat beclouded by the grim realities of war and its sacrificial demands upon them. They have emerged upon the scene of individual living while humanity is in the maelstrom of destruction and the heavy, dark clouds of battle make it virtually impossable for them to see the sunlight of tomorrow.

And yet the situation today is much brighter than it was for the grads of 1944. Germany has been licked and all of the suppressed people of Europe have been liberated. At this moment our forces are being assembled in the Pacific in ever increasing numbers and will soon turn loose the combined might of the United States and England and perhaps Russia upon those dirty Japs.

Until the happy time when we can celebrate victory all over the world, it becomes the duty of every physi cally strong boy and girl to do everything they can to help win the war. Of course the girls can continue their college education and some of the boys will be able to do this too, until they are called into the service.

Regardless of which paths the boys and girls are required to follow today, we urge that you resolve to complete your higher education before you think of getting married or settling down to your life's work. A higher education pays real dividends even from a dollar and cent standpoint. It increases one's usefulness in life and equips the individual so that he or she can get more out of life and can put a great deal more into it.

For those who are called into service, our government has made plans to see that you have the opportunity of completing your education and will help pay the cost.

We would like to re-emphasize that boys are ready to marry only when they are ready for their life's work and girls are only ready to marry when they are willing to accept the duties and responsibilities of establishing a home, developing it and rearing a family. Don't be misled by emotions and infatuation into doing something before you are ready and something you may always regret.

We want you to realize that this is an age of specialization, of skilled training. You will have to create for yourself a place in this world. You will have to rise or fall by your own personality and your own efforts. To undertake this task, you should have all of the equipment in the form of knowledge and training that are available to you. Remember the adage, "The world steps aside to let the man pass who knows where he is going." Plan your life. Don't drift aimlessly. If you do the chances are

that you will never arrive at any pinnacle of success and genuine happiness.

When this war is over, we'll have the best world inwhich to live that civilization has ever known. Upon your shoulders will rest a heavy responsibility for creating and keeping this new kind of life.

In war or in peace, you should remember that there are eternal truths for success and happiness. These include honesty with yourself and with others, obedience to law, respect for others, their rights and privileges, love of work and a sincere desire to help others and to make your community state and nation a better place in which to live and above all, a firm belief and trust in God.

We are proud of the graduates of high school of this community and we wish for each of you, the greatest possible measure of success and happiness.

DAD

Dad is growing old and weary
And there's silver in his hair,
And his eyes are always solemn;
He has seen so much of care.
He has seen so much of sorrow,
He has known so much of tears,
He has borne the heat and burden
Of so many, many years.

Dad's already in the twilight
Of light's fleeting ray,
And perhaps we'll often ponder
When the load is laid away,
Of the steps we might have saved him
When his feet and hands were sore,
Of the joy we might have given
To the heart that beats no more.

We'll recall a hundred errands,
That we might have gladly run,
And a hundred kindly actions
That we might have gladly done;
We'll remember how he labored
While the boys were all at play,
When the darkness hides him from us
At the closing of the day.

—Selected.

GOD'S TIMEPIECE

(Western Recorder)

"We don't need to move that old clock," said John Bradford as he packed the household things for moving to a distant state in the West. "It hasn't run in years. I think I'll just throw it away."

Martha Bradford, John's wife, gave a look of surprise, "That old clock was given to your grandmother for her wedding present. I should think you would like to keep it."

"If it's that old it isn't any good," John replied as he cast it aside. "It would be in a thousand pieces by the time it got there.'

"Oh, give it to me," begged Anne Abbott, John's niece, who was helping her Aunt and Uncle pack their things. "I'll take it home with me and keep it for you just in case you might want it back sometime."

"It's your," Uncle John's words were final. "Yours for keeps! I'm glad to get rid of it."

When Anne was ready to go home she gathered the clock up in her arms and took it with her. As she entered the house she called to her mother:

"Look Mother! See what Uncle John gave me. May I take it to the cabinet maker and get it fixed?"

"That old clock!" Mrs. Abbott, Anne's mother, looked amazed "It isn't worth the money it will take to fix it."

"It belonged to Uncle John's grandmother," she explained, "and—"

"Oh, was it Grandmother's clock?" Mrs. Abbott asked in surprise. "Certainly you may have it fixed. How many times have I looked at that old clock in my childhood?"

Soon the clock was in the hands of the cabinet maker. Anne was anxious to see how it would look, so she stopped often to see if it had been finished.

"You clock is ready today," the cabinet maker said one as he saw Anne admiring a clock on the shelf.

"Oh, where?" she asked anxiously. "I can't wait to see how it looks."

"You're looking straight at it," the cabinetmaker was pointing to the most beautiful clock on the shelf.

Anne gasped, "That can't be the same old dingy, rusty looking clock!" she exclaimed. "It's running! It's beautiful!"

"That is the one!" said the cabinetmaker as he took the clock from the shelf and wrapped it for Anne to carry home.

Anne was out of breath when she reached home. "Look mother!" she cried with excitement. "Look what a beautiful clock we have!"

Mrs. Abbott was amazed. "Is that the same clock you took away?"

"The very same one," replied Anne. "The cabinetmaker said the material and workmanship are of the very best."

"One would never dream that old clock would turn out to be so rich and mellow with beauty," Mrs. Abbott admiringly said of the clock as she placed it on the mantel. "It so reminds me of Grandmother."

"She must have been a beautiful person," Anne said. "Tell me about her."

"She grew more beautiful as the years went by," reflected Mrs. Abbott. "She never seemed old. Her face was so radiant with joy that the wrinkles

vanished, or at least we were never conscious of them."

Anne stepped back to view the clock from a distance. "Uncle John will want it back I am sure," she spoke calmly. "We must keep it for him."

Several years passed. Uncle John and Aunt Martha moved back from the West. They were to stay with the Abbotts until their furniture arrived. Anne and her mother met them at the station and as soon as they entered the living room Uncle John noticed the lovely clock on the mantel. "I see you have bought a new clock since we left," he observed.

"A new clock," spoke Mrs. Abbott with surprise, then she looked at her brother with an impish smile. "John Bradford, that is the same old clock you tried to throw away before you left."

John Bradford was startled. "It can't be,—that old piece of junk, rusty and gummy with age?"

"Yes, that is the one," quickly explained Anne. "The cabinetmaker said it was one of the finest clocks he had ever worked on. It runs correctly, too, but I'm proud of it most of all because it belonged to my great grandmother."

Uncle John did want the clock back ever so badly, but he did not dare say so since he saw how much Anne appreciated it. "If I was too dull and stupid to see its worth,— then I don't deserve it," he declared.

He seemed to be in deep thought. "You know Anne," he continued, that old clock reminds me of the worthwhile things in life. No matter how old a person gets to be, if they have true worth they are always beautiful."

"Uncle John you can think of the nicest things to say," mused Anne.

"That was true of your great grand mother, Anne," he went on not seeming to hear what Anne said. "Somehow you remind me of her. I hope you will grow up to be like her, for she was one of the best loved women I ever knew."

"Tell me more of her," eagerly pleaded Anne. Was she beautiful?"

"Come to think of it," he continued, "I can't seem to remember if she was pretty or not. What I most recall about her was the kind expression on her face, and the things she would say and do."

As Mrs. Abbott took Aunt Martha to a room where she could rest, Uncle John sat down and continued talking to Anne. "True beauty comes from within," he explained, "and gives a light and radiance to the face that glows with warmth and friendliness."

"Oh, Uncle John I am so glad you told me," Anne beamed with interest. "Is that the reason many people who are not especially pretty are so attractive and winsome?"

" That is just it," he hurried on, "they have a light from within, and that light is put there by Jesus."

Anne was reflecting. She knew she was Christian, but she remembered that she did and said many things that often shut the light out of her life. "I want to be loved and appreciated like my great grandmother Anne more than anything I know," she said thoughtfully.

Everything was quiet for the moment except for the ticking of the clock. Finally Uncle John spoke, "Then you must give your time as she did, for she was as faithful and true as that old clock. She gave her time to God, and her motto was like that of the Psalmist; 'My times are in thy hands.' "

Anne was very quiet. She seemed to be listening to an inner voice. " Every time I look at the clock I shall think of the beautiful life she lived," her face was glowing.

Uncle John stood up facing the clock, "The clock is yours," he said again "Let it be a constant reminder that only the worthwhile things in life are the things that are really lasting."

"Oh, how can I ever thank you?" she cried in gratitude ringing in her voice. "How can I ever repay you?"

Uncle John looked into Anne's clear blue eyes. It seemed as if he looked deep in her soul when he said: "Anne, all the pay I want is for you to give your time to God. Remember that what you are on the inside will show in your face, and you will work and move accordingly. Don't forget if you stop one minute that it may cause some one to miss something. Be faithful, be kind—never be slow or late. Be moving, be busy—Anne be a 'time piece' for God."

———:———

DAD

Always my counsellor, always my friend
Always with patience his help would lend
Always at hand when life's problems I met
Throughout all the world my best friend yet
Always consistent, understanding my mould
Midst all my sorrows as true as gold.

Always the first to wish me luck
Always the first to praise my pluck;
Always at hand to give me a tip
Usually saying "Keep a stiff upper lip."
The same old sport, this Dad of mine.

—Selected.

THE HOUSE OF MANY LAMPS

(Sunshine Magazine)

When the last rays of the setting sun have faded, and the mountains have flung their shadows down into the valley, the lamps are lighted in a quaint little village in southern Europe. There is darkness only in the gray stone church that stands on the summit of a hill overlooking the little hamlet.

The story is told about "The House of Many Lamps," as the little church was called. It was built long ago, in the sixteenth century, by an aged Duke who had ten beautiful daughters, whom he adored to the point of worship. When they were small, he would watch them for hours in their play, and when they grew up to womanhood, he would sit in the garden untiringly and listen to their singing over their needlework, or watch them as they picked flowers.

The Duke was most zealous of his daughters' welfare. When the time came that they wished to go out into the world and create homes of their own, he protested much. It was with great sadness that he saw them leave his home one by one. The village folk smiled at his lamentations, but he would only shake his head.

Because of their love for their father, each year the daughters would return and gather around the Duke's festive board to celebrate his birthday anniversary. The circle had never been broken until one year, when one of the daughters, who had married a prince in a far country, remained away from the feast because of the long journey. Knowing how much her father was devoted to this family gathering, she sent a band of musicians from her court to play for him, thinking to lighten his disappointment.

But the Duke would not be comforted. The music of the musicians was to him like sounding brass. Nothing could take the place of the daughter's sweet voice.

The unfaithfulness of the daughter preyed heavily upon the Duke. He pondered long upon a plan to impress the world with a spirit of love and loyalty. One day he summoned his builders, and told them he would build a church—a church so beautiful that those who came to worship would be impelled to kneel in devotion the moment they entered the door, for its loveliness would draw them instantly to God. He completed the plans, and then watched the builders with delight.

At last the great day came when all was finished, and the Duke brought all his daughters to see. The lines of marvelous beauty, the graceful beams, the gorgeous carvings, and the miraculous windows—all were beyond their fondest imaginations.

"But father," exclaimed the daughter who had absented herself from the feast, "where are the lamps for the church?"

"My daughter," replied the Duke, "I perceive you do not understand. "There will be no hanging lamps. Each one who enters will carry his own. I have provided small bronze hand lamps for everyone in the village." The Duke hesitated to say more.

"But, father—truely I do not understand," exclaimed the daughter. "Is this not queer?"

"Nay, daughter," replied the Duke, "it is not queer. Verily, there is a great truth in this plan. When my daughter is not around my festive board in the cycle of the year, there is a dark and lonely place. So in the House of God, there will be a dark and lonely place if all of His sons and daughters do not come to worship Him at the appointed hour."

Four hundred years have elapsed since the beautiful church was built. The words of the faithful Duke, which were carved over the doorway, have been a miracle of loyality to all the generations that have passed. The bronze hand lamps have been handed down from father to son, and carefully treasured. And when the sweet-toned bells of the church ring, the village people wend their way up the hill, each carrying his own lamp. The church is always filled, for no one wishes his place to be dark and lonely.

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THE UNSUNG HERO

Memories of other days cause us to admire as well as repent when we think of Dad. Burdens he bore without a complaint, without recognition and with no thought of sympathy, immortalize him in our eyes now that we are growing older and see what he contended with. All fathers are looked upon as bread-winners and no thought given to the personal sacrifices made and in fact the personal slavery endured to care for his loved ones. Millions of Dads right now are overburdened with worry; they are at a crisis. May it be suggested that a word of encouragement be given to Dads by their dependents! A few kind words will lighten the load; the yoke will be a little easier to bear. His knowing that you understand will be a bracer. Dads have always had many burdens and they have always come through all right. They will come through this spasm all right, but a little encouragement and co-operation will be appreciated more than you will ever know. If you still have a Dad, lose no time expressing your feelings. Step right up to him and say, "Dad, we're with you and we will come through this mess on top."—Plate Makers' Criterion.

PAINTING THE SPOTS

By H. Bertram Lewis

When a child is covered with a certain kind of rash, and has a fever, the doctor knows that it has measles. To cure it, he doesn't treat the rash. That is what he sees, but it isn't the disease. He works on deeper causes. If you know measles, you also are aware that its communicable period is in its very early stages—that the patient is a menace to society before the rash comes out. The unseen cause is the real source of the danger.

A perfect symbol of the war-control problem that confronts mankind today. War is the rash, not the sickness. The basic disease is in the souls of men. Unless these are treated for intolerance and greed for power, we shall have superficial symptoms, such as war, until the end of time. And greed and brutality spread poison through society long before the rash of war appears. War shows up the evil and when it is seen in that form, we try to apply antidotes. But the germs that are spread before a crisis are the ones that cause the damage. And until we learn to deal with them successfuly, we shall have social tragedies of all kinds.

When wars of aggression break out, they must be fought until aggression ceases. Plans for policing against wars are indispensable—but let us not suppose that they will work if intolerance and greed abound.

A billion dollars spent to inspire mankind with the spirit of God would do more to outlaw war forever than fifty billions spent on world police. Unless we eliminate the cause, we shall need police to cope with the effect. But until we put back of them a campaign to conquer the desease of which wars are but one of many symptoms, we can never hope to have true peace on earth.

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of June 17, 1945

June 18— Eugene King, Cottage No. 10, 14th birthday.
June 18—Charles Brown, Receiving Cottage, 15th birthday.
June 18—William Lerschell, Cottage No. 14, 15th birthday.
June 18—Harold McKinney, Cottage No. 2, 17th birthday.
June 20—Sterling Farrow, Cottage No. 4, 14th birthday.
June 20—William Phillips, Cottage No. 2, 12th birthday.
June 20—Ray Edwards, Cottage No. 9, 15th birthday.

EDUCATION PAYS

(The News-Letter)

The U. S. Chamber of Commerce is attempting to show to businessmen that education is a good investment; that it is an investment in people which will pay off liberally.

First step is the publication of a report seeking to show that there is a direct relationship between economic status and the educational level of the people of our country.

The Chamber first looked at the facts concerning adult educational levels; enrollment in schools, current expenses of school systems, teacher salaries and sources of school funds. It then studied several indices of economic well-being and their relationship to schooling.

The businessmen found that:

1. Persons with more schooling earn more money.

Documentation: The Chamber studied 40,620 native white males in the north region of the United States. More than 50 percent of those who had been in college for one year or more were earning $5,000 or more. Thirty-nine percent of those who had been in high school one year or more were in the same earning brackets. But only 11 percent of those who had eight years of schooling or less reached the $5,000 income level.

2. Persons with higher education pay more rent for their dwellings or own homes with higher rental values.

Documentation: The Chamber studied 51,153 native white males, 35 to 44 years of age, in cities of 250,000 or more in one of the regions of the country. It is found that rents of$75 and over were paid predominately by those who had been in college one year or more. Only 17 percent of those who had eight years of schooling succeeded in reaching the $75-a-month rental class.

3. Areas which maintain good schools and a high educational level are also the areas of higher per capita retail sales.

Documentation: The Chamber found that the two states in which the median years of school completed range from 10 to 10.9 also have a per capita retail sales ranging from $564 to $420—among the highest in the country. On the other hand, states in which the median years of school completed is from seven to six, have retail sales of only $120 to $200 per capita.

4. Telephone service and magazine circulation are more widespread in areas which have a higher educational level.

Documentation; The 32 states which have the most widespred magazine circulation and the greatest concentration of telephone service also have the higher schooling levels of its citizens.

———:———

"Willie, correct this sentence: 'Girls is naturally better looking than boys,' " requested the teacher.

And Willie's answer, "Girls is artificially better looking than some boys."—Selected.

LAST SUNDAY'S SERVICE

Rev. E. S. Summers, pastor of the First Baptist Church, Concord, conducted the afternoon service at the Training School last Sunday. For the Scripture Lesson he read Luke 2:41-52, and in his message to the boys, he said that he wanted to talk to them about the story of parents who had lost their son.

The mother and foster father of Jesus were good people, said the speaker. They were loyal members of the church, as is evidenced by their presence in Jerusalem at the feast of the Passover. Like all good parents, they loved their boy, Jesus. Somehow, in the huge crowd assembled in Jerusalem at the time of the Hebrew feast, they lost touch with their son, and sought him, sorrowing. So it is with us today. When we let something come between us and the Master, we, too, are sad.

The thing that leads people into trouble, continued Rev. Summers, is that they feel too sure of themselves. They think they can get by with the wrong kind of deeds. In so doing, they fool nobody but themselves. God cannot be fooled.

In commenting further on the portion of the Bible just read, the speaker pointed out that Mary and Joseph, amid all the excitement of the feast day crowd, became somewhat careless. As they started on the journey back to their home, they just supposed the boy, Jesus, would come along with them. Many people of this day and time are just like that. They simply take Jesus for granted. They join the church, and think because they are members of a Christian organization and attend services regularly, that is enough for them to do. A false feeling of security comes over them. All these things are fine, but a real Christian must have true fellowship with Jesus. A Christian life is not a matter of baptism, church membership or reading the Bible, but of having Jesus' love in our hearts and lives.

On the trip from Jerusalem, said the speaker, Mary forgot Jesus. In all the excitement of being in a large throng, she did not know where he was for three days, and she was sorrowful. In many ways, people of today lose the Master. They indluge in profanity, vulgar talk, telling lies and stealing, and they, too, lose fellowship with Christ. This is the worst thing that can happen to any individual.

Rev. Mr. Summers told his listeners that there are certain ways in which we can regain fellowship with Jesus. We must first realize that we have sinned and feel sorry that we have lost contact with the Master, man's greatest friend. Right there we must make the finding of Jesus the very first thing in our lives. We must change our way of living by turning right around and letting Christ again occupy first place in our hearts. We should not put off doing this. The time to begin to live right is now.

When Mary searched for Jesus, said the speaker, she found him in the temple. That should be an example for us to follow. The best place today for one to find Jesus is in the House of God, where people meet to worship. The beggar in the New Testament story, took his place at the temple gate, because he knew that was the place he would be most likely to find good people who would help him. The

same is true today. Go into any city, town, village or country community on Sunday, and the best people of that particular community will be found in church, praising and worshipping God.

As in Mary's life, continued Rev. Mr. Summers, to lose Jesus causes great sorrow to those who turn from him, and joy can only be regained when we turn back to the Master. While there is no excuse for us to lose touch with Jesus ,we should not give up all hope because of so doing. There is positively no reason why we cannot be forgiven, and once more allow him to occupy his proper place in our lives.

In conclusion, the speaker told the boys that the very worst thing that can happen to any person is to lose contact with Jesus, and he urged them to always strive to keep close to his side.

———:———

HAPPINESS

Happiness is like a crystal,
Fair and exquisite and clear;
Broken in a million pieces,
Scattered, scattered far and near
Now and then along life's pathway
Lo, some shining fragments fall,
But there are so many pieces,
No one ever finds them all.

You may find a bit of beauty,
Or an honest share of wealth,
While another just beside you
Gathers honor, love or health,
Vain to choose or grasp unduly,
Broken is the perfect ball,
And there are so many pieces,
No one ever finds them all.

Yet the wise, as on the way they journey,
Treasure every fragment clear;
Fit them as they may together,
Imagining the shattered sphere,
Learning even to be thankful,
Though their share of it is small,
For it has so many pieces,
No one ever finds them all.

—Author Unknown.

NEWS OF FORMER STUDENTS

Superintendent Hawfield recently received a letter from William O. Penninger, a former student at the School, who is now in the United States Navy. William wrote that he was underdoing "boot" training at the Great Lakes Naval Training Station, and that he was having a wonderful time.

William Oswald Peninger was admitted to the School, May 2, 1942 and was conditionally relased, May 19, 1944. Upon entering the institution, he was placed in the fifth school grade and had been in the seventh grade about eighth months when released. He worked in the carpenter shop, laundry, bakery and out on the general work line, and for a time was employed as house boy. He was a member of the Cottage No. 5 group, and in December, 1943, when Cottage No. 2 was reopened, he was transferred to that cottage, where he worked as house boys William was seventeen years old on February 12, 1945.

—:—

We were informed a few days ago that Charles Ray Pearson, a former student here, was back in Concord on a visit, having completed his basic training for service in the United States Navy.

Charles was admitted to the School, May 18, 1942, and remained here until April 25, 1944, when he was conditionally released to go to Concord to work for Mr. H. H. Wellman, a dental technician. This lad made good in Concord. Reports coming to us from time to time stated that he was doing very nice work and that his employer was highly pleased with him.

We heard some time ago that he intended to enlist in the Navy just as soon as he became seventeen years old, but were not certain that he had carried out his intentions until recently learning that he had completed his "boot" training.

During his stay at this instution, Charles spent the greater part of the time as house boy at the Receiving Cottage, and worked on the garden force. Shortly before being released, he was transferred to the Indian Cottage, where he was employed as house boy.

—:—

J. W. McRorie, a former linotype operator in our printing class, who has been in the United States Navy a little more than a year, wrote us from the Philippines. His letter, dated May 30th, reads as follows:

"Hello Mr. Godown: Just a few lines to let you know that I am in the best of health and hope you are feeling fine. I have been receiving The Uplift right along, and can't tell you how glad I am to get it. We receive mail at least every month out here. When it comes in, everyone quits griping, and everything is OK again.

"We have visited quite a number of new places since you received my last letter. The names of some of them are as follows: Palau, Luzon, Palowa and Mindoro--not to mention Leyte and Samar. In other words, we have been operating in the Philippines and vicinity. At the present writing, we are in an entirely different place.

"How is everyone at the School these days? Are any of the boys still there who I would happen to know?

I hope to come back to the School in the near future and visit everyone I used to know, namely, yourself Mr. Fisher, Mr. Barber, Mr. Talbert, Mr. Johnson and quite a number of others.

"The sun out here is exceedingly hot today, and I am basking in it at the present moment. You should see the swell tan I have acquired. We had real good chow today: Pork, ice cream, peas, carrots, etc., and did I put away a lot of it.

"Mr. Godown, do you happen to have any pictures you snapped of me when I was a student there? If so, I would be very glad if you would have some reprints made and send them to me. I will gladly pay you for them. Suppose you have a fairly large picture album by this time. It was a pretty good-sized one when I was there. If I only had a camera and some films, I could get some very good shots around here. The scenery is simply wonderful.

"I was on liberty over here the other day and I'm expecting to go again tomorrow. The jungle is so thick that you can't walk very far in any direction. There are plenty of wild bananas and cocoanuts to be had all around here. I used to think I'd never get enough of them, but now I just pick out the very nicest ones.

"Well, that's about all for this time. Please keep The Uplift coming along. Remember me to all the folks around there, and write real soon. Your old student, J. W. McRorie."

A letter came to us a few days ago from Ivan (Tiny) Morrozoff, who was once a member of our printing class. Tiny has been in India with the United States Army for more than two years. His letter, written in Burma, and dated May 23rd, reads as follows:

"Dear Mr. Godown: Just a few lines to let you know that old Tiny is still getting about on top of the sod, and I sinserely hope that you and all the rest of the folks at the School are well and and happy.

"Well, Burma is about the same as ever. It is raining hard today, which means that the monsoon season has started again and will last for about four months. I sure have been hoping I wouldn't have to spend another rainy season here, but it looks like I am stuck again.

"We surely did jump for joy when we heard Germany had surrendered. Now we only have to get Tojo and his bunch, and here's hoping that won't take too long.

"The Japs are now out of Burma, and that makes it easier on us. It reminds me of a good story I heard the other day. The question was asked who was the best jungle fighter in this war. One fellow said the Australians were the best. Who is next, was then asked, and the answer was the Japs. One fellow spoke up, 'How about the Americans?' and the reply was, 'Oh, you don't call them jungle fighters. They just remove the jungles, and then fight'. That is the truth, for we get to see many combat films, and they showed our air forces removing great jungles with TNT.

"I have been receiving The Uplift regularly, and certainly enjoy reading them. In one issue, I see that my old pal, Norton Barnes, has made some good suggestions about a reunion of Training School boys who are in service, some time after the war has ended. It would be very nice to do something like that.

"While over here in far-off India, I have thought many times of the days spent at the Training School. I want to say thanks again for your having so much patience with me while I was learning the printing trade. Some one has said that a good teachers can accomplish miracles, and it certainly was a miracle that you were able to teach me anything about the linotype. What a lot of headaches I must have caused you to have.

"Guess I'll have to say 'so long' for this time. Here's wishing you lots of luck, the best of health and everything. Don't forget to give my best regards to Mr. Fisher and all the rest of the folks I knew at the School. Answer soon. Your old friend, Ivan."

—:—

We are happy to announce that Wilson W. Medlin, a former student at the School, but now a member of the United States Army, who was captured by the Germans more than two years ago, has been liberated. The Charlotte Observer, issue of June 9, 1945, carried in the casualty list the names of those liberated from German prison camps, and in this list we noticed the name of Wilson W. Medlin. This young fellow was taken prisoner on February 14, 1943, in the North Africa area. That was the first setback the Americans received after they started fighting the Germans in North Africa, in November, 1942. That was the time the Germans made considerable gains against the Americans, largely due to the fact that sufficient support was not given our men from the air. Wilson was first reported as missing in action as of that date, and then on July 1, 1943, the War Department announced his name among many others as having been taken prisoner at the time he was reported missing. Wilson entered the Army about five years ago.

This young man, who is now twenty-five years old, came to the School from Albemarle, but when conditionally released, he went to Belmont, where his father was living at that time.

—:—

Just a few days ago we received another letter from William Norton Barnes, who is a member of the Third United States Army, and has been in Geermany for quite some time. His letter, dated May 23rd, reads as follows.

"Dear Pop: Here I come again with another note, and sincerely hope it will find you and everyone at the old school in the best of health.

Just received The Uplift today and it was the most interesting one I have read for some time. When I saw the pictures of the boys in the print shop, I really felt a little homesick, especially when I saw the one on the front page, because I sat in the same spot just a few years ago, and you snapped a picture of me, operating the same machine.

"I received a letter from McFee and he was really blowing his top because I was not writing him often enough, so I guess I'll have to write more frequently or get a lecture from him in every letter.

"From what I've read in The Uplift, the Training School must have changed quite a bit since I was there. With all the different improvements in the buildings and grounds, and the lady teachers in the school rooms, it doesn't seem like the same place.

"This is no time for me to be trying to write letters. I just can't seem to think today. Please give everyone

my regards, take care of yourself and don't forget to write when you can find time. So long. As ever, Billie Barnes."

—:—

We recently received a letter from John T. Capps, a former member of the printing class, who has been overseas with the United States Army for more than two years. Johnnie, who married an English girl while stationed in England, more than a year ago, is now the proud papa of a baby boy. At the time of writing he had not seen the youngster yet, but hoped to get a furlough before long. His letter, written in Germany and dated May 22nd, reads as follows:

"Dear Mr. Godown: Well, here I am in Germany, on the Rhine, waiting for the weather to clear up so I can catch a plane for a point further up into Germany. I have been transferred to a new unit, a smaller postal unit. Think I shall like it much better than the old outfit.

"Was in Chantilly, France, until last Sunday. That is only about twenty-five miles out of Paris. Had a very nice time there. Could catch a train into Paris on my day off. I was there last Saturday for my last visit, I suppose. Paris is a pretty city and the weather there is very nice.

"On Sunday afternoon, I flew up here. There is some pretty country to look at, but many of the towns we saw in flying over certainly were very badly messed up. Some of them seemed to be nothing but trash-piles. It isn't too bad right here where we are now located.

"At present I'm spending my time waiting with my old outfit. We are staying in a German school building that was once used to train German officers. It is a very nice place on top of a hill and you can look right down on the Rhine River, which is only about a mile away.

"Oh, by the way, I must tell you that I am the proud father of a baby son, born on the 12th of May. I don't know all of the details yet. His name is Robin John Capps. Gee, it feels a little funny being a 'pop', but I am very happy and I know my wife is, too. She says the baby is very sweet with soft black hair and large blue eyes. I can hardly wait until I get a furlough, so I can see them both. I should be getting one next month. Hope it comes through all right.

"How is everything with you and the boys? I do hope all is fine. I received the Uplift yesterday, the one with the linotype picture on the front. Have been getting them regularly. When I saw that picture of the boy at the linotype, it surely brought back old memories. I have a picture somewhere in my collection with myself sitting at the same machine. Hope it won't be long until I can get back to one. While in England, I visited a shop and was able to sit down to a linotype for a few minutes, and it certainly felt good to be able to operate one again.

"While in Paris, I sold my good camera and bought a small 35 mm job and a fairly decent darkroom outfit with a small enlarger, and sent a good bit of the money home to my wife. After a little practice I should be able to make some kind of prints. Will have something to keep me occupied in my spare time if I stay over here, and that seems to be pretty certain. I don't have enough points for a discharge. Have only 61, so it looks like I'll have to stay in until

Japan is finished. I won't mind as long as I can stay on this side, for I can see my wife and son now and then.

"I received a letter from Norton Barnes a couple of weeks ago. I wrote right back, but haven't heard from him yet. Don't believe I am located very close to him.

"Hope everyone at the School is in the best of health and spirits these days. I often think of my old friends there. Would like to hear from you soon. Please give my regards to all the members of the staff at the School who remember me. Your pal, Johnnie."

———:———

POETICAL PRIVATE SENDS DRAFT BOARD GREETING

Pfc. Louis A. Piersig didn't forget his draft board when he reached the Rhine. He sent this poem:

"Local draft board 65,
You finally got me on this side.
While in the cellar I try to rest
I picture you behind your desk,
And when the shells commence to whine
I know I've left you far behind.
If I could only have my way
I'd have you here with me today.
I know of me you often worry
But past your door I no more hurry."

Dorothy Lind, the board's chief clerk, sent Pvt. Piersig this poetical reply:

"The poem you sent is very good
We'd take your place if we only could,
But wars are won by boys like you
With pluck and courage to see it through.
The job of staying home's no fun
We'd great deal rather hold a gun
But the way you're fighting over there
You'll soon be pulling Hitler's hair."

COTTAGE HONOR ROLL

Week Ending June 10, 1945

RECEIVING COTTAGE

Thomas Brantley
Claude Bridges
George Bridges
Charles Brown
Ralph Cranford
Samuel Dill
William Hammond
Connie Hill
David Perkins
Charles Reeves
James Teague
Charles Young

COTTAGE No. 1

Lyndon Barnett
Hubert Black
William Britt
Carl Church
George Cox
Robert Cannady
Horace Collins
Worth Craven
Calvin Davis
William Doss
Thomas Everhardt
Ralph Gibson
Edward Hambrick
James Hensley
Robert Holbert
Raymond Harding
Jack Lambert
David Prevatte
Clay Shew
J. W. Smith
Harry Thompson
Benson Wilkins

COTTAGE No. 2

John Allen
Harvey Arnett
Louie Ashe
Charles Byrd
Walter Byrd
Hanie Cothrin
Robert Furr
Bruce Honeycutt
Gerald Johnson
Donald Kirk
Chester Lee
Howard Manus
Barney Mills
Harold McKinney
John McLean
Stanford McLean
James McMahan
James Norton
Knox Norton
William Phillips
Hayes Powell
James Snead
Kermt Wright

COTTAGE No. 3

Charles Allen
James Arrowood
Eugene Bowers
Joseph Case
Herschell Duckworth
Robert Duncan
Earl Green
Jack Hensley
Emory King
Cecil Kinion
Robert Lee
Samuel Lynn
Jack Oliver
Robert Peavy
Lloyd Purdew
Donald Redwine
Clifton Rhodes
William Ussery
Theodore Young

COTTAGE No. 4

J. C. Alley
Phil Batson
Leonard Bradley
John Fine
Eugene Hudgins
Robert Hogan
Paul Stone
James Smith
Brady Tew
Edward VanHoy
Leslie Winners
Eugene Watts

COTTAGE No. 5

Randolph Ammons
Patrick Ford
Elmer Heath
Earl Hoyle
Leo Isenhour
Raymond Pruitt
Robert Wilkins

COTTAGE No. 6

Donald Branch
Thomas Childress
Richard Davidson
Rufus Driggers
Keith Futch
Fred Ganey
Earl Gilmore
William Hawkins
Jesse Hamlin
Lester Ingle
Robert Mason
Nolan Morrison
Leroy Wilkins
James Walters

COTTAGE No. 7

Russell Beaver
Robert Bradbury
David Brooks
John Hill
Jerry Peavy
Kirk Putnam

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Kenneth Dillard
Ray Edwards
Richard Johnson
Charles McClenney
Robert Owens
J. B. Wilson
William Poteat

COTTAGE No. 10

William Black
Thomas Cottrell
Forrest Cowan
James Hensley
William Lane
Charles Lyda
William Mitchell
Charles Rhodes
Ray Taylor

COTTAGE No. 11

Charles Alexander
Odean Bland
Donald Bowden
Jack Gentry
Elmer Heath
Alvin Hilton
David Eisenhour
Lee Lockerby
Billy Lowery
Arlon McLean
Edward Morgan
Alvin Porter
Jack Ray
Maxie Shelley
Ralph Tew
William Walker
Martin Walters

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

William Andrews
Earl Allen
William Black
Luther Coble
Raymond Fillyaw
Rufus Massingill
William Whistnant

COTTAGE No. 14

Charles Blakemore
Clyde Bustle
William Ferguson
William Lerschell
Bruce Sawyer
James Shook
Grover Shuler
James Spence

COTTAGE No. 15

(No Honor Roll)

INDIAN COTTAGE

Ray Covington
James Chavis
Tom Chavis
Lacy Jacobs
Thomas Hyder

INFIRMARY

William Brooks
Norman Hentschell

We're glad "the old woman who lived in a shoe" belonged to the days of yore, because with these heelless, toeless affairs, she wouldn't be safe any more.—Selected.

THE UPLIFT

VOL. XXXIII CONCORD, N. C., JUNE 23, 1945 No. 25

(c) Dean R. B. House
University of North Carolina

A MORNING PRAYER

Let me today do something that will take
A little sadness from the world's vast store,
And may I be so favored as to make
Of joy's too scanty sum a little more.

Let me tonight look back across the span
'Twixt dawn and dark, and to my conscience say—
Because of some good act to beast or man—
"The world is better that I lived today."

—Ella Wheeler Wilcox.

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The Uplift

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

TODAY

Today is here, I will start with a smile and resolve to be agreeable. I will not criticize. I refuse to waste my valuable time.

Today has one thing in which I know I am equal with all others—Time. All of us draw the same salary in seconds, minutes and hours.

Today I will not waste my time because the minutes I wasted yesterday are as lost as a vanished thought.

Today I refuse to spend time worrying about what might happen—it usually doesn't. I am going to spend time making things happen.

Today I am determined to study to improve myself, for tomorrow I may be wanted and I must not be found lacking.

Today I am determined to do things I should do. I firmly determine to stop doing the things I should not do.

Today I begin by doing and not wasting my time. In one week I will be miles beyond the person I am today.

Today I will not imagine what I would do if things were different. They are not different. I will make success with what material I have.

Today I will stop saying "if I had time"—for I never will "find time" for anything. If I want time I must take it.

Today I will act toward other people as though this might be my last day on earth. I will not wait for tomorrow. Tomorrow never comes.

—The Messenger.

ADVICE GIVEN TO NEW BOYS IN ORDER TO PROMOTE ORIENTATION

One of the most important duties of the staff members of the training schools is to assist new boys with their orientation problems. It is highly important for every boy to make the best start possible after he is sent to the training school. In this connection every case has to be considered as unique and somewhat different from all of the others, and there is no hard and fast rule by which

all the cases may be treated exactly alike. From the time that a boy first enrolls at the school his treatment program begins, and the total success of his training program depends to a great extent upon his making a good start.

Frequently, it is necessary to undo what has previously been done towards prejudicing the boy against the institution, or disabusing the boy's mind of many false things that he has learned about the place. It is very important that we who will be working with the boy over a period of months and years attempt to be realistic and not try to create false impressions which will have to be overcome later on. Sometimes it is found that a boy has a deep feeling that he is being sent to the training school to be punished for his misdeeds of the past, and he comes with the idea that he faces the future months under certain penalties for punishment. As a matter of fact, however, the training school is not a place where a boy is to be punished, but rather where he is to be re-directed and trained for happier and more useful living.

Sometimes it occurs that a boy claims he has been told by juvenile officials that it will be necessary for him to spend only two or three months at the training school and that during that time he will be served refreshments and will ride ponies and spend most of the time frolicking in various sports and games. As a matter of fact, we do try to have numerous experiences that will make the boys happy, but if we are to be realistic with them we must tell them also that they will be expected to attend school regularly, that they will be given some work to do, and that they will have to conduct themselves as gentlemen and good sports. Yet it is not an easy thing to get some of the boys to see that they will be required to spend a year or more here, and that they will really have to learn some practical and useful things in life.

Sometimes, too, boys have devoloped the idea they will be here for a period of eight, ten, or twelve months, and that for them it is primarily a matter of "pulling their time." This, of course, corresponds to the adult offender who has been sentenced for a definite period of time on the chain gang and elsewhere, and he immediately begins to think of "pulling his time." With us here it is not a matter of pulling time but of devoloping character and training in skills useful in everyday life.

It sometimes occurs, too, that boys who are sent to the training school have heard horrible stories of brutal treatment at the school. They have associated at some time with someone who has a very distorted notion about the real situation, and they have heard these things from people who knew at the time that they were misrepresenting facts, but were given to bland misrepresentations. This is unfair to the boy, of course, and he has to learn for himself that he will always be treated fairly, and to the extent that he cooperates he will be given numerous privileges and outside opportunities determined by his own dependability.

In order that the boys may be helped with their orientation they are advised in numerous matters, as follows:

1. The training school officials had nothing whatever to do with the boy's having been sent to the training school, and therefore the boy should not enter with an unfriendly feeling towards the school. The juvenile agencies and the relatives of the boys determine that it will be best if they spend sometime at the training school, for the purpose of training and being in a wholesome, controlled environment. The training school is willing to accept its obligation to help the boys as much as possible, but the boy who continually has a chip on his shoulder makes it difficult for both himself and the training school. We want the boys to have a feeling that they are here among friends where they may find leadership and advice. We try to get the new boys to see it from this viewpoint.

2. We attempt to get the new boy to understand that the boy who makes the best record while he is here will naturally have the best opportunity for making good when he is released. There is a Biblical saying which states that the Lord helps those who help themselves, and it is just as true that the training school helps the boy most who does the most for himself. Of course, we accept our responsibility in the matter of getting the boy to want to do well and be somebody, but there are some things that we cannot do for the boy until there is a response on his part.

3. It is explained to the boy that he will be treated fairly, and that he will be treated just as good as he himself will permit. It is possible for a boy to spend all his time here without ever being punished, if he cooperates as he should. In many instances boys are given special privileges such as belonging to the Boy Scouts, or the band,

or they may be given the privilege of attending one of the churches in Concord. These special privileges are given to those boys who demonstrate their own trustworthiness and dependability. We prefer to have the boys engage in some wholesome experiences outside of the school so that they may keep in touch with the currents of life on the outside.

4. We explain to the boys that the re-direction of a boy's life, training him in wholesome living, and, most of all, permanently helping him to get on the road to high living, requires a considerable amount of time. Generally, before the boys have come to the training school, they have been gradually slipping into ways of disobedience and delinquency. The training school officials do not represent themselves as being able to use magic so that a boy's life and character are transformed overnight. It is found that almost any boy can be good for a few days or even a few weeks, but unless a boy can do right over a reasonable length of time he has not been permanently helped. It is possible for a boy to play up to his superiors by making a superficial impression when, under the surface, there has been no genuine change for the better. We do, however, try to hold out to every boy the belief that he can be somebody and that we will give him credit for all that he does. Eventually, of course, he is reminded that his returning to his home is dependent on the record which he makes at the school.

5. It is explained to the boys that while they are at the training school it will be necessary for them to live and work in groups. In their cottaes their set-up will be somewhat as a residential club operated for the good of all, with certain rules and regulations. They are told they will have to abide by the regulations of the school. Obviously, it is not expected that new boys will start off with the idea that they have been sent here to take over and run the institution. The management of the institution has, of course, been placed in the hands of chosen supervisors, and it is their responsibility to operate it in an efficient way and for the good of the boys. New boys are generally told that the instituton is not perfect and that there are some ways in which the institution should be improved and that while they are here they will have an opportunity to improve it, for, after all, this school is what it is because people—boys —and supervisors— have made it that way.

Particular care is taken to explain to a boy that his ultimate release will depend on the record he makes while here, and that this record will be on file in the office. Every boy, of course, makes his own record. It is explained to the new boys that there are four major features of a boy's record which count for most, and these are as follows:

1. The Quality of a Boy's Record in the School Department. The school department is considered to be the most important department at the institution, and every boy is expected to utilize his opportunities in the school department to the fullest extent. We usually explain to the boys that if they are careless and indifferent in their school work and make no earnest effort to do well in school we know then they are not eager to earn the privilege of going back home. The boys attend school regularly, and it is our purpose to give them the best school opportunities possible.

2. The Quality of a Boy's Work in his Work Experiences. This counts for much. Here at the training school we try to get boys to understand that they should develop an attitude that all work is honorable and that they should be willing to do their best in whatever they do. Every boy is cautioned against being a shirker or a dead beat, because as such he will never be a sucess in life.

3. The Boy's General Behavior and Conduct. This will be recorded from time to time, and will count for much, too. The boys have to learn to respect the rights of others, to be good sports and to be fair with the other boys in all contacts. The boys are cautioned against being grouchy, irritable, and domineering in their relationships while here. A report of their everyday conduct becomes a part of the permanent records in the office.

4. The Importance of Personal Hygiene and Moral Stability. It is definitely explained to all the boys that they must learn to live moral and wholesome lives, and that they must keep themselves physically clean and wholesome. It is our purpose to encourage every boy to be morally and intellectually wholesome in his thinking, and we make a desperate effort to help the boys at this particular point. It is generally true that the immoral person who is debased in his thinking also lives in filth and dirt, but the person who is morally wholesome promotes personal neatness and cleanliness. It is explained to the boys that "Cleanliness is next to Godliness."

THE NEED FOR MASTER TEACHER CERTIFICATES

It seems that there is urgent need in North Carolina for devising a plan whereby the superior type of teacher in the public schools may be issued a Master Teacher Certificate and may also be given additionai compensation for her instructional efficiency. It may be true that the amount of salary which a teacher receives does not always cause a person to be an excellent teacher, but everyone should have the satisfaction of knowing that he or she would receive a reasonable reward for his or her efforts. When viewed from a practical standpoint, it seems to be silly and senseless to pay two different teachers identically the same salary year in and year out, when one on a professional basis exerts far greater efforts in the work and accomplishes much better results in the lives of his or her pupils than does the other teacher who is careless, listless and indifferent towards the work.

The last session of the General Assembly authorized the Governor to appoint a committee to make a thorough study of this problem and in the light of their findings to make certain recommendations to the following General Assembly for remedying this situation. It now seems hopeful that something will be done to lift the ceiling of pay for those teachers who are deserving but who have heretofore had practically no encouragement or incentive to do exceptionally good work, other than the fact that they were investing their lives for the good of their pupils. The teachers who are devoted to their work and who are deeply interested in it, and who by their efforts have such a profound influence upon the lives of their pupils certainly deserve extra remuneration over and above the other type of teacher. The situation which has existed in the teaching profession in the state has never prevailed in industry nor in other professions where people are rewarded according to merit and willingness to do.

For a period of more than a quarter of a century North Carolina has followed the policy of certificating teachers upon a state-wide basis. During this time marvelous improvement has been accomplished by the teachers in thier academic and professional training. No doubt their classroom efficiency has been greatly advanced. In fact, it is true today that the teachers of North Carolina as a group can boast of a very high rank among the teachers of the other states of the Union.

Throughout the intervening years the teachers, although they as a rule have not been adequately paid, have attended college in and out of the state, and after their graduation they have taken advanced cources in professional and academic subjects. Prior to the war more than three-fourths of our teachers were college graduates or held Class A Certificates. Generally speaking, the state has done well by its teachers, and in most instances the teachers have responded in a most commendable manner.

The dominant principle during the last twenty odd years has been to give recognition upon objective bases of training and experience. It seems that it was both wise and essential that such a basis of certification should have been used for the purpose of building up in the state a well-trained staff of teachers suitably equipped to instruct the boys and girls in our schools. Before the inauguration of this policy there were far too many instances in which school jobs were auctioned off to the lowest bidder, and the schools were placed in the hands of ill-prepared teachers. This was a contemptible and disgraceful condition wherever it existed, for in those situations training and real ablity counted for little, but political preference was at a high premium. The children, of course, were the helpless victims of the vicious scheme.

It has never been considered by school authorities nor anyone else that training and experience represent a perfect criterion for measuring the ablity of our teachers. In fact, it has been perfectly evident to all that there were serious limitations in the prevailing policy and that evidently something would need to be done to remedy some of the shortcomings in the old system. No doubt, there will be a good many people who will be loath to make any changes from the established custom. Even among the teachers themselves a good proportion will no doubt be dubious of any changes. Some will fear that it will operate to their own disadvantage; some will scoff at any new plan on the theory that it will fail to work to perfection; and some will fear the subjective elements that may enter into any proposed plan. It will, of course, be difficult to establish the new policy upon a highly professional basis free from political pressure.

It seems that the following factors should regulate the issuance of Master Teacher Certificates:

1. The teacher should be able to present concrete evidence of

some worthwhile contribution to professional literature dealing with curriculum studies or professional activities. This may be through magazine articles, local handbooks, or bulletins.

2. The teacher should be able to present evidence of interest in professional growth through recent summer school attendance or other types of advanced training.

3. The teacher should be able to present evidence of actual participation in local community affairs—civic and religious—indicating that he or she has a definite interest in the community in which he or she works.

4. The teacher should have at least an AB degree or the equivalent of four years of college training in order to insure sound scholarship.

5. The teacher should have the endorsement of the local school authorities, the principal and the superintendent.

6. The plan should be supervised by a state-wide committee of not more than five persons, three chosen from the teaching profession and two selected to represent business or other professions.

7. It is suggested that not more than ten per cent of the entire state teaching personnel be so recognized during the first two years of the operation of such a plan.

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of June 24, 1945

June 25—Melvin Norris, Cottage No. 13, 16th birthday.
June 26—William Howard Manus, Cottage No. 2, 13th birthday.
June 26—Hubert Black, Cottage No. 1, 13th birthday.
June 29—Lonnie Edward Hambrick, Cottage No. 1, 14th birthday.
June 29—Jack Benfield, Cottage No. 15, 15th birthday.
June 29—Charles Alexander, Cottage No. 11, 14th birthday.
June 29—Worth Craven, Cottage No. 1, 14th birthday.
June 30—Charles Edward Sellers, Cottage No. 6, 11th birthday.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Items of Interest

By Boys of the 8th Grade

The name of the picture show last Thursday night was "Hi-Ya, Chum," starring the Ritz brothers. The boys enjoyed it very much. The comedy was "Boogie-Woogie Sioux."

—Carlton Morrison.

Mr. and Mrs. Frank Liske recently went on a vacation. They are the officer and matron of Cottage No. 10. The cottage was closed last Saturday night, shortly after supper. The boys surely hope they have a nice time.

—Carlton Morrison.

Last Sunday evening, the boys of Cottage No. 3 went on a hike to the pasture. When we got there we ate supper. We had sandwiches, cake, apples, pickles and milk. After eating we played games. Some of the boys played blackthorn, tap (and double tap), red rover and snap, while others ran races, picked blackberries, waded in the branch and played other games. We take this opportunity to thank Mr. Hines for preparing such a good time for us.—Kenneth Staley.

Last Week's Chapel Program

By John Allen 8th Grade

Last Wednesday morning, Mrs. Hawfield and her first grade group gave a play in the auditorium entitled "Little Black Sambo." The play was divided into three different scenes. They were as follows: "In the Home of Little Black Sambo," "The Walk in the Jungle" and "Back Home after the Walk."

The characters of the play were as folllows: "Black Jumbo" (father) — Odean Bland; "Black Mumbo" (mother)—James Arrowood; "Black Sambo" —Franklin Robinson; First Tiger, Earl Holliman; Second Tiger, Billy Hamilton; Third Tiger, Paul Church; Fourth Tiger, William Britt.

The only changes in the afternoon play were: Robert Canady as "Black Jumbo" and Eugene Peterson as "Black Mumbo."

Between the scenes were songs, peoms, recitations and other forms of entertainment by some of the firfs grade boys not in the play. These boys were: Arthur Brooks, Fred Ganey, Thomas Corley, Reuben Vester, Jerry Peavy, Robert Driggers, Donald Branch, William Hawkins and John Gregory. In the afternoon these boys were assisted by William Doss, James Hill and Raymond Harding.

The stage was decorated very nicely. The different scenes were set almost as well as actual settings. All of the boys enjoyed the play very much. We hope to have another by this grade very soon.

Scouts and Cub Scouts In Parade

By Jack Oliver, 8th Grade

Last Friday night, fifteen Cub Scouts and eighteen Boy Scouts from Stonewall Jackson Training School took part in a parade over at Concord. First we got in line and marched to the Canteen. The Concord High School

Band and the State Guards followed the Scouts in the parade. All of the boys enjoyed this very much. At the Canteen they sold tires, sugar, gasoline, records, and many other things. This was to sell war bonds in the Seventh War Loan Drive. From the looks of things, it was a success.

Cub Scouts at Work

By Jack Oliver—8th Grade

Lately the Cubs at the Training School have been busy. They have passed several of their requirements, have made some items out of soap, wood, etc., and have made their "den doodles." The den mothers Mrs. James Dotson of Den Number 1, Mrs. Frank Tomkinson of Den Number 2, and Mrs. Frank Liske of Den Number 3, have been helping them along quite a lot. Most of the boys have been doing nicely, and other boys here at the School are trying to do their best so they may become "Cubs".

B. T. U. Meeting—Intermediate Group

By Gerald Johnson—8th Grade

We opened our program with a prayer by Ned Metcalf. Then we had our parts for the week. They were as follows: (1) "The Unfinished Task", Jack Benfield, (2) "God Needs Me to Co-operate", Jack Gentry, (3) "God Needs Me to Tell Others", Ray Edwards, (4) "God Needs Me to Give", Gerald Johnson, (5) "God Needs Me to Be an Example", James Graham. We then had a discussion on the Bible and asked questions. We were dismissed by prayer by our teacher, Mr. J. L. Crowder.

B. T. U. Meeting—Junior Group I

Jimmy Snead and Donald Redwine —3rd Grade

First Mr. Hines took the roll call. Mr. Snyder then took the count for the number of chapters that had been read in the Bible this past week. We had read 80 chapters. Bobby Woodruff read the 23rd Psalm. Mr. Snyder talked about the 23rd Psalm. He gave us some good advice about how the boys who are coming into the church should live. Also, he challenged the boys who are already in the church to live their best in order to influence other boys for good. We were dismissed with sentence prayers by Jimmy Snead, Eugene Bowers, Charles Alexander and Mr. Snyder.

B. T. U. Meeting—Junior Group 2

By Ralph Gibson—6th Grade

The program started by our singing "He Ransomed Me". All of the boys like this song, and they sing it well. Mr. Max Isenhour led us in prayer. The first part on the program was a talk by Clifton Rhodes, and it was entitled "A Boy in Galilee". Robert Helms gave the second part which was entitled "Jesus at the Wedding Feast in Cana". This was a Bible reading. It was taken from John 2:1-11. The third part was given by Joseph Case. It was entitled "A Play Fund". Samuel Lynn had the fourth part, "A Church That Has a Play Program". Hershall Duckworth told us some of the things Jesus did, and he based his talk on the story of Jesus as found in Luke. We reviewed our lesson at the last of the period.

Boys Broadcast

By William Whisnant—8th Grade

On June 16, 1945, our Cub Master, Mr. J. W. Hines, and his assistants, the Den Mothers, along with six Cubs gave a radio program. It was a musical one concerning War Stamps and War Bonds.

Questions were asked about certain songs after the music was played either by record or piano, and, too, the Cubs gave rhymes to finish songs. The Den Mothers and Cub Master hope that those who heard the program enjoyed it as much as they did helping the Cubs give it. The Cubs taking part were: Bobby Joe Duncan, Edward McCall, Jesse Hamlin, Jerry Oaks, Thomas Childers, and Richard Davidson.

After the broadcast— on their way back—the Cubs enjoyed ice cream, cookies, and cold drinks.

LEGLESS VET PUTS FAITH IN FUTURE WORLD PEACE

Next time feelings get ruffled over details at the United Nations conference, Mr. Stettinius might try a five minute introduction of Pfc. Herman Pheffer, Brooklyn, who lost his legs at Leghorn, Italy.

Pheffer was chosen by the American Legion as an official associate consultant of the State Department at the conference.

"Sure, I think it's possible to stop wars," said the pleasant-faced, quiet spoken veteran today after arriving from Chicago. "If the strongest nations are all against it, and organize to keep the peace, and want to—why not?"

And what about all the people who say you can never stop wars?

"Yeah, I know. These are the ones you see at the election booth who never know who's running."

Pheffer, in uniform and still in the Army, preferred to stand on his new, temporary legs, as he talked to reporters. He explained without embarrassment that he can already walk without his cane because they saved one of his knees—"and a knee is everything."

Pheffer thinks the welfare of the rest of the world is important to American veterans, but he couldn't honestly say most of the lads in his outfit thought much further than America. They're fond of saying, "Let's get home and leave this mess to the Europeans," he related.

TO A GOLD STAR MOTHER

(The New Leaf)

The short message came, and conveyed the sad news we all feared, but hoped would not come. I know how your heart aches to have that brave young son—your first born—taken from you. It is hard to give up our loved ones. I know! At such a time, we are very human, and think more of the physical or temporal life, than the life which is beyond—the spiritual.

Mother love transcends all human love—and great are a mother's sacrifices. You have given up your son on the alter of his country. He gave his young life in battle, facing the foe, fighting for God, home and country, against the cruel tyranny of the oppressor; the madman who would enslave the whole world; the men who would even dethrone God—if they could. It should be a comfort, that he was on the side of righteousness and justice. He gave his life that we—you and I—and our loved ones. should remain free, and never become slaves; that we may continue to live and enjoy our freedom and our liberties.

"Greater love hath no man than that he lay down his life for those he loves."

You are now a Gold Star Mother, and belong to a group reverenced by every living, true American. That gold star will ever gleam brightly on your flag, and in your heart, as well.

As you ponder this great loss, your mind will go back to the first time he was placed in your arms—a little bit of helpless humanity—but oh, so lovable. Then as he grew, you tenderly watched the daily changes in him. It was like the unfolding of a budding flower—new beauties of color, and fragrance with each succeeding day.

You delighted in his sturdy little body as you watched him on his way to school; perhaps you brushed away a tear as you realized he was no longer your baby—he had left behind babyhood.

You watched over him tenderly in sickness and in health. How proud you were when he graduated from high school. He was a good son, and I am sure he was well trained and counseled in the duties and ways of life.

I think I know how his heart thrilled, as he raised his right hand, and took his oath of allegiance on entering the service of his country. Such a ceremony was one of the great thrills of my life.

I know you must have been very proud of him in his uniform, when you bade him goodby, though your heart may have ached—even then. In the years to come that memory will be a sacred treasure, never to be forgotten.

We cannot, with our infinite minds, understand the ways of an Infinite God, but "He doeth all things well." I am reminded of a story of a small boy, who lost a very loving papa, and whose childish reasoning seems so true, when he said in his grief. "God wouldn't have taken papa, unless He needed him very much." May we not reason with the same trusting faith.

Don't think me heartless when I write such words, I know how much you loved him, but you would not want him back with you, if he had to suffer with a bruised and broken body; helplessly crippled for life; in continual pain and misery. I have seen such human wrecks in the hospitals. No, you would not wish that. His mission on earth was completed, though young in years, and God called him home. For him there is no more war; no more suffering; no more pain—but everlasting joy, peace and contentment.

I have faith to believe that our loved ones who have gone on before, will be there, watching for us, when we take that last journey from which there is no return—when we are called home. We are told—"We shall know as we are known,"—and I know of some glorious reunions when we get there.

In our grief, we rebel at the awfulness of war; at man's inhumanity to man, but there seems to be no other way to retain any semblance of civilized justice. "The price of liberty is eternal vigilance"; backed up by force if need be. Let us look forward to an early and complete victory, and a peace that will outlaw war and despotism forever, that he and other thousands of our fine, young men will not have died in vain. "And may we dedicate our lives to the completion of the task, they have so nobly begun."

There are no words in any language to express the sympathy one feels at such a time. The heart aches, but you cannot put into words. Be sure dear friend, that I grive with you and your young son and daughter.

May you receive strength from our Heavenly Father, and may He ease the pain of the loss you have sustained, and as you mourn for that brave young son, may He comfort you as no one else can do.

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WHAT IS THE ELEVENTH COMMANDMENT?

Answering a question frequently heard in the lobby at Elgin, the Eleventh Commandment was written by Dr. Clay Lowdermilk, internationally known soil conservationist. The text is as follows:

"Thou shalt inherit the holy earth as a faithful steward, conserving its resources and productivity from generation to generation. Thou shalt safeguard thy fields from drying up, thy forests from desolation, and protect thy hills from overgrazing by thy herds, that thy descendants may have abundance forever. If any shall fail in this stewardship of the land thy fruitful fields shall become sterile stony ground and wasting gullies, and thy descendants shall decrease and live in poverty or perish from off the face of the earth."

—Town and Country Church.

HE MAKES WOODEN PICTURES

By Doris Goerch in The State

"I've always loved nature and trees and the many kinds of beautiful woods. Guess that's how I started it," was the simple explanation offered by J. G. Gibbs, of Waynesville, civil engineer with the highway department, who has one of the most interesting hobbies in North Carolina.

Mr. Gibbs makes wood pictures. Not just wood prints carved from a single piece of wood. But pictures made from many kinds of wood with tiny chips blended into landscapes, still life, and portraits.

His is a hobby that isn't confined to his own backyard either, although he prefers to work there. When he's going to be away from home for any length of time, he takes his jigsaw and other tools with him and sets up his hobby in somebody else's backyard and keeps right on working.

About ten years ago he became interested in collecting the many kinds of woods that were being brought into this country from foreign lands. He went to the importers and obtained colorful burls and other pieces of wood that would not be satisfactory for furniture making but were ideal for his proposed hobby. There are about 150 kinds catalogued in his basement. He knows the woods and their colors well enough so that he can immediately look through his files and find the piece of woods he wants.

Although he refuses to admit he is an artist, he has learned a lot about art. The first picture he tried to make was a head of George Washington. He found that he had failed to figure his proportions correctly and the Father of our country was just about to fall out of the left side of the frame. His latest pictures have been great improvements over the original ones. For instance he has made a picture of lombardy poplars along a stream and the third dimension is just as obvious as it would be in an oil painting. Using the darker woods in the foreground, he gradually inserts woods of lighter color giving the impression of distance. Even the ripples in the water are carefully reproduced in a wavy grain of the wood.

Some of the foreign woods that he uses are the avodire from Africa; amboina from the Spice Islands, the Moluccas and the Phillippines, the yuba from Australia; balaustre from the West Indies; the Carpathian elm from France; pear wood from Switzerland; peroba from Brazil; cocobola from Panama; tamo from Japan; and narra from the Philippines. The war has cut off trade with these foreign countries and no more wood is being brought in by importers. However, Mr. Biggs has a good supply on hand and is still making pictures. He does not rely on imported woods altogether. North Carolina trees are a source of many lovely woods. The snowy white of the holly and rhododendron appear quite frequently in his work.

To make a picture he first selects his wood. He cuts the chips with his jigsaw and fits them into the picture just as a jig-saw puzzle is put together. As he fits the pieces in place with scotch tape. Then he glues them to a thin sheet of wood with a special kind of glue. This is backed up by

several plies of wood. He sandpapers the tape off and covers the entire picture with a thin coat of shellac. No artificial coloring is used, only the highly polished woods.

His largest picture measures about two by three feet. It took him 90 hours to complete it. However, he can make a small picture in a few hours.

Several years ago he made a map of the United States, every state a different type of wood, and used it for the top of a desk. His children learned the names and locations of the states quickly and easily as a result of his work.

He has obtained much pleasure from it and has exhibited his work several times. It always draws praise and admiration from those who see it.

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THE COMMON LOT

I questioned Wealth: What do you buy
Beyond the table nicely spread
And raiment pretty to the eye
And sometimes flowers for the dead?
"That done," said Wealth, "the rest is known
In vaulted stuff and steel and stone."

I questioned Fame: Your favored few,
Are subject they to hurt and pain
And tasks which humbler people do,
And do they pray, sometimes, in vain?
"Oh, yes," said Fame. "They still must share
All that mankind is asked to bear."

I asked Experience: It is true
That all success is wealth and fame?
Can men, uncheered, their labors do
And still deep satisfaction claim?
"Yes," said Experience, "pride appears
In having bravely lived the years.

"A home, where love and laughter reign
And children are content to be,
Where shared is all of loss and gain
And friends stop in to stay for tea—
These are the joys both high and low
Who seek contentment here must know."

—Edgar A. Guest.

THE COWBOY AND THE MUD-DAUBER

(Selected)

Did you ever hear the story of the cowboy and the mud-dauber.

The cowboy was in a line shack far out on the range. Awakened by the slashing of the dawn on his face, he saw a mud-dauber busily engaged in building its nest against a pine "viga" supporting the flat roof of the abobe hut.

"Get out of my house, you ornery little divebombing cockroach," he yelled, and hurled his boot at the insects' nest, bringing it down with a crash. The startled little wasp zoomed down in a power dive and the cowboy ducked under his blanket.

The next morning, the cowpoke rubbed the sleep out of his eyes; yawned and his mouth froze open in amazement. There was the little black wasp busily at work on another nest of mud. The range rider reached up to where his forty-five hung in a holster at the head of his bed.

"All right, you little pesky "dobie-mixer.' I told you to keep out of my house."

The cowpuncher pulled the trigger of his old "equalizer" and the mud-dauber's nest exploded in a cloud of dust and pine splinters.

"I guess that'll learn yuh," the cowboy gritted, and put his revolver back into the holster with intense satisfaction.

The next morning the cowboy jerked upright in his bunk with glassy-eyed consternation. The little black wasp was back at work on its nest of mud and had it almost finished.

"Well, by the beard of Pancho Villa!" cried the exasperated vaquero, "which of us is the stubbornest, you or me? I've broke broncs on every spread west of the Pecos and I'll scratch you too, you little mud-slinging scoundrel of a beast.

He threw another boot and demolished the nest.

The next morning—but let the cowboy tell it:

"I knocked that dirt-daubing sheep-herder's friend out of business every morning for nineteen straight days and gave up on the twentieth. I actually got to feeling sorry for him—or her—which-ever one it was. I finally named that sky-hopping tumble-bug 'Lil Abner' and we become fast friends. I allus did like a feller that didn't know when he was licked!"

It has been many years since the cowboy told me that tale when we sipped coffee by the dying embers of our campfire.

They have been long, hard years. Many times I have wanted just to quit this business of preaching. I have seen my work torn up and thrown away by those who did not care. I have known discouragement in the face of contempt and heartache at the jealousies of my friends,—or enemies.

But I have not quit.

Strange that I have to go to a dirt-dauber to learn the lesson of life, over and over again! Was it not Solomon who counseled, "Go to the ant, thou sluggard; consider her ways and be wise?"

AT HOME IN GOD'S WORLD

(N. C. Christian Advocate)

The favorite hymn of the late W. P. Few, president of Duke University, begins with the words "This is my Father's world." At his funeral in the Duke Chapel this hymn was sung with deep feeling by the immense concourse of the university community, and it remains one of the cherished traditions gathering about the memory of this noble life with a deep desire to do some permanent good. And Duke University becomes his monument.

Men are slow to learn that this is God's world in which we should be at home with God. Jesus called on men to consider the lilies, to learn the lesson of the birds, and to be at home in this their Father's world, free from anxiety, worry and fear. As good children they should live and love, not over anxious about food, clothes and wealth. Living a free, healthy, normal life, obedient to all the laws of life, as live the birds and grow the lilies, is not the habit of the average man. He frets and fumes and often rebels.

The flower is at home under the friendly sky in the open field, the fish swims the sea and cuts his way through the deep, the bird on joyful wing cleaves the air, much at home in the vast expanse, and the beast roams the wide forests and penetrates the deep jungle, obedient to the laws of the jungle. Flower, fish, bird and beast is each at home in his element and each is obedient to the demands of his world. It remains for man to rebel and to set at naught the demands made of him in this his Father's world. He even defies the authority of God.

Disregard for the demands of life and disobedience to the laws of God end in ruin of both body and soul. The conflicts that arise in the minds of life's complexities add to the perils of existence. Obedience, love, loyalty and good fellowship are essential to the welfare of the home, the school and the church. Genuineness, truthfulness, brotherliness and purity are essential to the welfare and potential influence of each. Jesus would have life to be as fresh and normal as that of the lilies, with man so at home in God's world that he could be one with him here and hereafter.

To be at home with God here in this world among his children gives assurance of being at home with him hereafter. Living and loving here enables us to sing with increasing rapture. "My heavenly home is bright and fair; Oh, what must it be to be there?"

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"Smile and the world smiles with you,
Kick and you kick alone;
For a cheerful grin will let you in,
Where the kicker is not known."

RIGHT FROM WRONG

(Stanly News & Press)

The great need in the land today is to teach children the difference between right and wrong, and try to create in them a desire and a willingness to choose the right way when they are faced with temptation.

That is the opinion of Rev. Lawrence Watts, North Carolina State Prison Chaplain, who spoke to members of the Albemarle Lions club last week. Mr. Watts who comes in contact with young men and women after they have become entangled with the law, speaks from a broad experience, for he has traveled from one end of the state to the other, and he has seen what is going on. He knows that some of the young people he sees in every community may be looking at him from behind prison bars sooner or later if they do not get the proper guidance.

He declared that a recreation program for children and young people is needed, but more than that, they need instructions in the principles of morality—of cleanliness, honesty and decency. And while he did not mention the fact, it was very clear that he believes that discipline is also important. If a boy or girl is to resist temptation, they must discipline themselves. And in order to use discipline upon themselves, they must know what discipline means.

From all sections of the state come reports of juvenile delinquency. In Charlotte, they are having considerable trouble with the boys and girls. Newspaper columnists report that they apparently know nothing of the common rules of courtesy, of respect for property, and of ordinary decency in human relations.

Down at Sanford last week, there was an outbreak of trouble with a group of boys, and so the chief of police has ordered all boys and girls off the streets and at home by 10 o'clock.

Albemarle has been fortunate so far, but there are signs that she may expect trouble of a similar nature. We have a fine group of boys and girls, and we must keep them that way.

The influence of the home, the church and the schools must be exerted in their lives to a greater extent, and parents, church and school leaders should concern themselves with seeing that such an influence is exerted.

Parents should see first about their own children, and try to guide them in the right way. This is not easy, for boys and girls have minds of their own. Then leaders in the churches and schools should, bear down on this matter of teaching right from wrong.

Incidentally, the only local institution which seems to be putting especial emphasis on the Ten Commandments is a kindergarten, teaching them to boys and girls less than six years of age. The commandments are excellent guides for conduct, both for children and adults, and we might start with them in an effort to carry out the suggestion of Mr. Watts.

NEW WORDS ARE COINED BY WAR

(Selected)

World War 2 has given the world a host of new words, coined in part by the needs of new mechanized warfare and the rich, racy imagery of slang.

Blitzkrieg and blotz became almost over worked terms of lighting, mobile war. Associated with them were panzer, pincers, labenstraum and ersatz—adopted straight from the Germans. Stidkreig was coined by the Britisih during the early stalemate stage of the Maginot line.

Dunkerque, originally a geographic name, came to mean a sea borne evacuation carried out against tremendous odds. Quizling, one of the strongest epithets to come out of the war, meant a turncoat.

New branches of service created terms like paratroopers, WAC's, WAVES, SPARS, and the British WASPs and WRENs. New weapons put the comic strips to shame with rocket ships and guns, flying wing, jet-propelled planes and the LCLs, LCPs and LCTs for landing craft-infantry, personnel and tanks.

Slang, pinned such apt tabs as bazooka on the rocket gun, flak and ack-ack on anti air-craft fire, eager beaver or neophyte birdmen, gremlins and seablins on the scientific bogeymen encountered in the stratosphere and open sea, as well as the self-explanatory pin up girl, GI Joe and Sad Sack.

To sweat it out meant to wait helplessly, nervously and anxiously for something over which one had no control. To ditch it was another airman's term for bailing out from a disabled air plane over water. To buzz in pilot's lingo was to fly low and fast over an airfield, barracks or city. Fliers returning from a successful raid frequently buzzed their home field as a salute to victory.

The American okey drew a new variation in Roger, a response meaning "all right or yes, sir." Over plane radios to make certain that all messages were clear, the alphabet was broken down into A for Arthur, B for Bertie, C for Charlie and R became Roger.

Nazi pilots who pressed home the attack with great daring and skill were referred to as Abbeville Kids because at one time the pick of the luftwaffe's fighters were stationed near Abbeville to harass Allied bombers enroute to Berlin.

When a man had too much to drink, fliers said he was on instruments (flying blind.)

German civilians with an assist from Allied bombers coined a term zettermokka (jitter coffee) for the emergency brew given inhabitants of heavily bombed cities. Literally zitter-meant tremble and mokka was strong black coffee.

———:———

A hill is a piece of land with its back up.—Capper's Weekly.

HOW TO MAKE PEOPLE GREAT

(The Alabama Baptist)

One can do nothing better in this life than help to make people great. When one realizes how simple it is to do that, it is a crying pity that everyone does not do more of it. The recipe, if closely followed will work in almost every case.

The way to do that is to forget self and say inwardly something like this: "There comes Smith. I will make him happy if he believes I remember him pleasantly and am interested in him. It will help much in creating that impression if I show I remember some little specific thing about him. He will gather the idea that what he feels and thinks and knows and has are of interest to someone beside himself"

Acting upon this, one will accost Smith cordially ask after his and his family's health, recall some incident in which the two had participated, ask his opinion on some important subject, listen intently while he gives it, then thank him for his viewpoint which you will think over, and tell him you will talk to him about it again in the future.

By following this procedure conscientiously, there is built up for Smith a greater self-respect. All one needs do is to project himself into the approval-hungry place of Smith who gets little of that sort of interest, and so warm the cockles of his heart with friendly interest and approval. Make a man think intensely enough, that he is an important person and he will become an important person.

The story is that a newspaper reporter was anxious to interview the late John D. Rockefeller who was standing on a dock to board a liner en route to Europe. The reporter approached Mr. Rockefeller and asked him for an interview. "I'd rather not be interviewed," Mr. Rockefeller mildly protested. "Interview that man over there sweeping the dock." "But he isn't famous," objected the reporter. "Interview him and make him famous," retorted the world's richest citizen.

That was an application of the injunction: "Treat people as if they were great or famous, and you'll help to make them so." If no one ever takes any interest in the man who sweeps the dock, he will probably sweep the dock for the rest of his life.

I don't understand the hills, or the bounding sea,
Or the laughing mountain rills—how came they to be.
I don't understand the sun, or the twinkling star—
How they ever were begun. But I know they are.

So with faith—its mysteries I cannot analyze,
Holding certain verities too deep for my eyes;
But I know this heart of mine rises from despair
Into joy and peace divine, knowing they are there.

—John Kendrick Bangs.

REACHING AN AGREEMENT

(Stanly News & Press)

Despite the alarming headlines that come out of San Francisco every few days, it is apparent that the representatives of the United Nations there are gradually formulating a charter for a war-free world. Some troublesome questions have arisen, and there have been times when it appeared that the differences could never be reconciled. But the delegates have kept right on working, and in one way or another the problems have apparently been solved

Undoubtedly many of the questions which have arisen would have been the basis for breaking up such a conference entirely in the days before the, war but the men and women out in that California city are representing millions of people who have felt the terrible tragedy which war brings and who have sacrificed their loved ones on the altar of Mars. Those people want some assurance that a desperate effort shall be made to create an organization to maintain the peace. That is why temperamental delegates have not threatened to go home when they could not have their way. They realize the terrible urgency of the situation, and they sense the disturbing fear that has stirred the souls of men and women in every part of the world.

Here in this country, a nation which has suffered least of any of the great powers of earth, we must not relax in our determination to see that our leaders do everything in their power to create an organization for peace.

And we also feel that the world will never be in shape to establish permanent peace until justice has been meted out to the war criminals of the gangster nations. We must clean up before we can start the foundation for a new world order.

An agreement on all important matters appears to be in the making in San Francisco, but we need to keep praying for the successful conclusion of the conference.

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Why should we not begin each day with a song in our hearts—a song as rich and full and free as the birds sing in the earliest dawning of the sun's light—a song so attuned with infinite life and hope and love that it must be sung? After all, no matter how poor we may feel, in reality we have a plenty and to spare—and that is all the richest of us can use. So let us mount our souls unto the highest reaches of living thoughts and generous deeds, that we may give to others of the good that has come to us. Unfettered by unholy greed, we can feel the unity of universal brotherhood, and we can be just and true, honest and helpful in all our dealings with all men.—Henrietta G. Moore.

300-YEAR TIMEPIECES REPLACED

(The New Day)

Greenwich Mean Time does not derive its name because of the Greenwich Observatory at all, but from two widely seperated stations in the country.

The accuracy of the time, however, remains the same, and is being made even better by the installation of new crystal quartz clocks to replace the pendulum timepieces that have been in use for more than 300 years, according to Sir Harold Spencer Jones, the Astronomer Royal.

The change-over is being made because of a quartz crystal clock can be relied upon to about one-thousandth of a second accuracy in 24 hours, whereas a pendulum clock is accurate within only one to two-hundredths of a second, Sir Harold explained.

"It is possible nowadays," he said, "to provide time with an accuracy which a few years ago was undreamed of. The war undoubtedly has hastened development, but even without a war, these developments would have come about. As a matter of fact, I had installed one quartz clock at Greenwich before the present war started, and now we have three in use altogether.

"I think the possibility of giving the 24-hour time interval with a precision of one part in a thousand million is now within sight of fullfillment," he predicted. "When that is achieved it will be of immense benefit both to industry and navigation. It will provide a means for the proper standardization of great variety of equipment."

Sir Harold now keeps tab on the two wartime stations from his house in another part of Britain, where he has turned one of his bedrooms into an office. He looks more like a soldier than an astronomer. He is a tall, broad-shouldered man of 55, with smooth gray hair and a close-cropped mustache.

TODAY

Look well to this one day
For it, and it alone, is life.
In the brief coarse of this one day
Lie all the varieties and realities of your existence,
The joy of growth, the splendor of beauty, the glory of action.
Yesterday is but a dream, and tomorrow is only a vision.
But today well lived, makes every yesterday a dream of happiness,
And each tomorrow a vision of hope.
Look well, therefore, to this one day
For it, and it alone, is life,
Such is the salutation of the dawn.

—From The Sanscrit.

MANY ILLS RESPOND TO PENICILLIN

(Victor News)

Even though there is now enough penicillin for general civilian use as well as for the armed forces, there is not enough to waste. Use of the precious mold chemical in conditions which it does not remedy would be a waste.

Experience with over 5,000 cases which have been carefully studied under the auspices of the National Research Council and the Office of Scientific Research and Development show that penicillin is good for the following conditions:

1. All staphylococcic infections with and without blood stream involvement including acute and chronic osteomyelitis, carbuncles and soft tissue abscesses, meningitis, cavernous or lateral sinus thrombosis, pneumonia, empyema, carbuncle of the kidney, wound infections, burns and endocarditis.

2. All cases of clostridia infections, which includes gas gangrene.

3. All hemolytic streptococcic infections with invasion of the germs into the blood and all serious local infections. The list of these conditions includes cellulitis, mastoiditis with brain involvements, pneumonia and empyema, childbed fever, peritonitis and endocarditis.

4. Childbed fever and local infections due to anaerobic infections.

5. Meningitis, pleurisy and endocarditis due to pneumococci and all sulfa - drug - resistant pneumococcic pneumonia.

6. All gonococcic infections, including those complicated by arthritis, eye trouble, endocarditis, peritonitis and epididymitis.

7. All cases of anthrax.

8. All cases of chronic pulmonary suppuration in which operations are contemplated.

9. All meningococci infections in which sulfa drugs fail.

10. All cases of bacterial endocarditis in which the heart trouble is due to germs susceptible to penicillin.

Syphilis is listed as a condition in which penicillin has been found effective but its position not definitely defined.

Infleunz tularemia, undulant fever, acute and chronic leukemia, malaria, infantile paralyssi, virus infections and cancer are listed, along with a number of less familiar ailments, as conditions for which penicillin should not be used because it does not have any effec on the illness.

He does not play the game fair who deliberately sets out to get more than he gives.

LAST SUNDAY'S SERVICE

Rev. L. C. Baumgarner, pastor of St. Andrews Lutheran Church, Concord, was the guest preacher at the service last Sunday afternoon. For a number of years Rev. Mr. Baumgarner has been very faithful in meeting his appointments at the school, and we are always delighted to have him.

For the Scripture Lesson, Rev. Mr. Baumgarner read part of the eighteenth chapter of I Kings, beginning at the seventeenth verse and reading through the thirty-ninth verse. This selection in the Bible deals with the conflict between the prophets of Baal under King Ahab, and the prophet Elijah. As a text for his sermon, the speaker used a part of the twenty-fourth verse, which reads as follows: "And the God that answereth by fire, let him be God."

Rev. Mr. Baumgarner explained that this meeting between Elijah and the prophets of Baal on Mount Carmel was one of the most important assemblies of all time. In that day it was regarded as a national assembly, and what transpired then made a deep impression on those who witnessed the important scene. It had developed that the children of Israel were rapidly drifting away from the worship of the true God and were looking for religious joy and satisfaction in the pagan worship of idols. They were beginning to follow the guidance of King Ahab and the wicked Jezebel, who was the pagan queen at that time. Yet all the time the people were certain in their hearts that there was something lacking in their religious experiences.

Just prior to the contest between the priests of Baal and Elijah, Elijah himself had been cowardly hiding in secret. He was a victim of fear because he had so little encouragement from others about him. However, on this day on Mount Carmel, inspired under the leadership of God, he stood out as a grand figure on one side arrayed against all the prophets of Baal. He stood alone as one man supported by his own inner conviction of being on God's side. It is almost possible even today to hear him as he spoke boldly to the King and the people in that distant past.

On the other hand, the prophets of Baal built their altar, and it was built with precision and accuracy. After their altar was duly erected and the offering was made they called upon their god to consume the offering as an evidence of the fact that he heard their calls, though nothing happened. At the same time Elijah erected his altar and after it had been drenched three times with water he called upon his God to rain down fire and consume the altar and devour it. The people were greatly impressed.

It was explained that what made the experience of Elijah different from that of the prophets of Baal was his own personal relationship to God. For instance, it was stated that it is sometimes easy for a person to build a house, but unless the house and the household are blessed with the love of God it is a mere, empty shell of a home. It is not a case of luxury or wealth but rather of the right spirit. Rev. Mr. Baumgarner explained that it is highly important for every per-

son to show respect for the opinions of others; and that people should be tolerant one towards another. He explained to the boys that this great event on Mount Carmel was required before the people could understand that God was the Ruler of the universe. For many years they had been drifting towards the philosophy that they could be faithful to God and have their idols, too. After all, it is not an easy thing to get people to change their conceptions which have developed from childhood to old age. In the days of Elijah, he was confronted with the fact that the pagan religion of that day was in popular favor because it was the religion of the royal household. It was built upon idolatry and it was full of sensuousness. In this situation Elijah asked the people why they halted between the two opinions—whether they should worship God or worship idols. The people of that day had unfortunately fallen into the habit of moral indecision, in which the whole question was of little concern to them. This sort of habit is a curse to any people, and no one can go very far in life unless he is willing to make a decision for the right and take a firm stand.

Rev. Mr. Baumgarner explained to the boys that the principle of righteousness is to be preferred above all other principles in life. He stated that there is a royalty of righteousness before which all other royalties bow down. He charged the boys with the thought that they should be as brave and as fearless as Elijah was on Mount Carmel. He advised them to determine to be strong, to develop into leaders in the kingdom of God, and above all, to accept every opportunity in life which promotes their own religious development. In the end, a person who stands fearlessly for the right cannot to be defeated. It is highly important, as he said, that the boys who are on the threshold of life, when the spirit of adventure prevails, should accept the challenge to be a Christian.ian.

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NEWS OF FORMER STUDENTS

We are happy to announce that Raymond Anderson, a former student here, has been released from a German prison camp. This information was found in an item appearing in the Charlotte Observer, dated June 13th. In a casualty list appearing in the news on March 29, 1945, this young man's name was listed among those American soldiers who had been taken prisoner by the Germans, but no date was given concerning the date of their capture. Judging from the time it usually takes to get such lists ready for publication, we assume that Raymond was probably captured in December or January.

Raymond left the School, August 20, 1940, and has been overseas for more than two years. He will be twenty-one

years on July 7th. While at the School he was a member of the Cottage No. 15 group, and his work experiences consisted of employment as house boy and on the dairy force.

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Mr. J. A. Best, superintendent of public welfare, Goldsboro, N. C., wrote recently that after months and months of no news from David Odhum, a former student at the School, word was received from him over the radio. Just a very short time ago, a Wayne county boy, stationed on Okinawa, heard a broadcast from Tokyo, relaying a message from David to his relatives in Wayne county. The message stated that he was getting along well in a prison camp at Osaka.

We recall that in June, 1943, the casualty list carring the name of David Odum as being held prisoner by the Japs. He had been a prisoner for a year or more at that time, since he was captured by the Japs at Corregidor.

While at the school, David was a member of the group at Cottage No. 5. He left the institution, October, 5, 1937. He is now twenty-five years old.

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In the Charlotte Observer, issue of June 6, 1945, in the list of American soldiers having been liberated from German prison camps, we noticed the name of Harding Kluttz, a former student at the School. Shortly thereafter, Mr. Otto B. Mabry, superintendent of public welfare in Stanly county, wrote that Harding had been a prisoner of the Germans, but had recently been liberated, and was on his way home.

Harding entered the School, November 3, 1931 and remained here until July 19, 1935, when he was conditionally released to return to Stanly county. Several progress reports received on him after leaving the institution show that he made good after returning home, and upon recommendation of Mr. Mabry, he was issued an honorable discharge from further supervision on December 13, 1938.

During his stay at the School, Harding was a member of the Cottage No. 7 group. He worked in the storeroom and on the poultry force, where he was found to be a very dependable boy. Upon admission he was placed in the second school grade, and had advanced to the sixth grade at the time of leaving.

Manfred Mooney, who has been away from the School for more than twenty-one years, made a brief stop here recently. He was admitted to this institution, September 27, 1922 and remained here until January 22, 1924. He was first placed in Cottage No. 6 but was later transferred to Cottage No. 7.

There is little in this boy's file to indicate just what progress he made after leaving the School. Soon after leaving he wrote Mr. Charles E. Boger, who was superintendent at that time, stating that he was attending school, but indicated that he intended to take up some kind of work when school closed in early summer. There is an undated letter from Manfred, written from the U. S. Naval Hospital, Portsmouth, Virgina. A progress report concerning the boy, also undated, stated that he was then in the Navy. From the scant information available, we have reason to believe that both the letter and the report were received sometime during the year 1925.

During this recent visit, in conversation with one of the School's officials, Manfred said that he was thirty-eight years old, and had been in the United States Navy for more than twenty years. He also stated that he was home on leave, and hoped to make a more extended visit to the old school before going back to his ship. Since more than three weeks have passed, and we have seen nothing of him around here, we presume he was unable to get back to see us before again assuming his regular station in Uncle Sam's Navy.

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Lytt G. Talley, one of our old boys, called on friends at the school last Wednesday afternoon. This young man, who is now twenty-seven years old, entered the institution, December 3, 1929 and remained here until August 4, 1933. During his stay with us he was in Cottage No. 9. His work experiences consisted of employment on the various farm forces, working as house boy and in the laundry. He was in the seventh grade at the time of leaving. His record here was very good.

Upon being released, Lytt returned to his home near Reidsville, and was employed on a farm for about three years. He then went to work in a grocery store in Reidsville, and stayed there about six years.

On August 1, 1942, he was inducted into the United States Army, and became a member of a hospital unit. He was first stationed at Camp Seibert, Alabama, but was later transferred to Fort McClellan, in that state. While in the Army, Lytt devoloped a severe case of asthma, and in September, 1944 he was granted an honorable medical discarge from the service.

After receiving his discarge, Lytt returned to Reidsville, and for about one month he worked in a grocery store. He then went to work in the Leinwand Department Store, in that same city, in the men's clothing department, and is still employed there.

While on his visit, Lytt spent quite some time in The Uplift office, talkiing over old times at the School. He stated that he considered the training received here most beneficial, and that he greatly appreciated it.

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If we are serious in our desire to increase the amount of good will in the world, if we want more true neighborliness and understanding, each of us must get free from the disease of racial prejudice, says Thomas Dreier, the brilliant Florida philosopher. World peace starts with each of us individuals. Each of us must concern ourselves with what brings people together, not that which divides them.

When we express racial prejudice, we confess publicly our own inferiority. It is an expression of evil. We may dislike individual members of any race, sect, or political party, but to condemn wholesale any race, sect, or political party is to admit publicly a judgment that is warped and a nature that is lacking in love for mankind.—Sunshine Magazine.

COTTAGE HONOR ROLL

Week Ending June 17, 1945

RECEIVING COTTAGE

Thomas Brantley
Ralph Cranford
Samuel Dill
Harry Matthews

COTTAGE No. 1

Hubert Black
Paul Church
Worth Craven
Thomas Everhart
Ralph Gibson
Raymond Harding
Edward Hambrick
James Hensley
John Linville
Franklin Robinson

COTTAGE No. 2

Louie Ashe
Charles Byrd
Harold McKinney
John McLean
Stanford McLean
Hayes Powell

COTTAGE No. 3

Charles Allen
James Arrowood
Herschell Duckworth
Robert Duncan
Talmage Duncan
Charles Earp
Lindsay Elder
Earl Greene
Emory King
Cecil Kinion
Samuel Lynn
Jack Oliver
Clifton Rhodes
William Ussery
Clyde Wright

COTTAGE No. 4

J. C. Alley
John Fine
Eugene Hudgins
William Lewis
Ray Miller
W. C. McManus
James Parker
Paul Stone
James Smith
Brady Tew
Edward Vanhoy

COTTAGE No. 5

James Hill
Joseph Lane
Raymond Pruitt
Robert Wilkins
William Walls

COTTAGE No. 6

Donald Branch
Thomas Childress
Richard Davidson
Fred Ganey
Earl Gilmore
William Hawkins
Lester Ingle
Robert Mason
Nolan Morrison
Jerry Oaks
Robert Porter
Charles Sellers
Leroy Wilkins
James Walters

COTTAGE No. 7

David Brooks
William Hamilton
John Hill
Ned Metcalf
Ray Naylor
Jerry Peavy
Jack Phillips
Kirk Putman

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Robert Allen
Ray Edwards
Charles McClenney
Eugene Peterson

COTTAGE No. 10

Eugene King
Jesse Parker
Ray Taylor
Leonard McAdams

COTTAGE No. 11

Charles Alexander
Donald Bowden
Earl Brigman
Alvin Hilton
Fred Holland
Thomas Hyder
Lee Lockerby
William Lowery
Arlon McLean
Kenneth McLean
James Phillips
Alvin Porter
Leon Rose
Marshall Sessoms
Maxie Shelly
Martin Walters

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

(No Honor Roll)

COTTAGE No. 14

Charles Blakemore
Edward Bowden
Hugh Cornwell
Howard Hall
Howard Holder
William Lerschell
Landon McKenzie
John Roberts
Bruce Sawyer
James Shook
Jerry Smith
Grover Shuler
James Spence

COTTAGE No. 15

Jack Benfield
Jack Crump
Robert Fliinchum
Alvin Fox
R. V. Hutchinson
David Kinley
James Knight
Marshall Lamb
Harvey Leonard
Gordon McHan
Robert Rivenbark
Robert Roberts
Alvin Stewart
Charles Stephenson
Dewey Smith

INDIAN COTTAGE

James Chavis
Harvey Jacobs
Morrison Jacobs
Clyde Lochlear

INFIRMARY

William Brooks
Joseph Mitchell
Robert Blackwelder
Norman Hentschell

THE GLORY OF THE INFANTRY

The glories of the boys of the infantry,
Are dark foxholes and slimy mud;
A battle to be forever free,
Upon a field bathed in our hero's blood.
Forced marches with empty clips,
Broken weapons and disabled tanks;
A cry of vengence on a doughboy's lips,
With never a thought of their country's thanks.
They don't retreat, they counter attack instead,
Bayonets fixed and rifles swinging free.
You can count their victories by the enemy's dead,
For this is the glory of the infantry.

—John E. Forney.

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THE UPLIFT

VOL. XXXIII CONCORD, N. C., JUNE 30, 1945 No. 26

PATRIOTISM

He serves his country best
Who lives pure life and doeth righteous deed,
And walks straight paths however others stray,
And leaves his sons, as uttermost bequest,
A stainless record which all men may read;
This is the better way.

No drop but serves the slowly lifting tide;
No dew but has an errand to some flower;
No smallest star but sheds some helpful ray,
And man by man, each helping all the rest,
Make the firm bulwark of the country's power;
There is no better way.

—Susan Coolidge.

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The Uplift

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

AN IMMORTAL DOCUMENT

The great doctrines of the Declaration of Independence germinated in the hearts of our fathers, and were developed under the new influences of this wilderness world, by the same subtle mystery which brings forth the rose from the germ of the rose-tree. Unconsciously to themselves, the great truths were growing under the new conditions, until like the century plant, they blossomed into the matchless beauty of the Declaration of Independence, whose fruitage, increased and increasing, we enjoy today.—James A. Garfield

WORLD SECURITY PEACE CHARTER ADOPTED

June 26, 1945 will be recorded by the historians as perhaps the outstanding event of all times. After two months of meeting together, the delegations of the fifty United Nations have adopted a written charter dedicated to the preservation of peace of the world throughout future years. This is a unique achievement, transcending anything like it that has happened before.

The peace-loving peoples of the world have much to be thankful for in the adoption of this great charter. The last two months have represented a period in the history of the world when the representatives of the United Nations have had a rendezvous with destiny. This has represented a time that has challenged the wisdom, understanding, tolerance, and idealism of the leading statesmen of the world. While history will record what has been written during the intervening two months, the people of the world know that much has gone into the great charter that has been in the process of preparation over a long period of years and even centuries.

The signing of the charter required approximately eight hours. It was a momentous event filled with pageantry and dramatics. The event was duly photographed and transmitted to all corners of the globe. It was fitting and proper that this should have been so, for this event represents the fulfillment of the dreams of peaceful people of all the world and all generations. It is also the fulfillment of the dreams of the soldier boys, living and dead. This is a time when the horizons of the people have been expanded to include all the areas of the world and all races and creeds of people.

It is well that we meditate upon what might have occurred if the picture had been reversed. As it is, it has required a period of two months of discussions and meditations, of compromising and negotiating. On the other hand, if the Axis forces had been victorious, no doubt it would have required only a few days at best for Hitler, Mussolini, and Hirohito to issue an instrument which would have been in reality a decree of tyrants designed to regulate and subjugate the activities of all the rest of the world. If they had been victorious they would have been able to dictate peace terms in Washington or elsewhere. They would have been able to moblize the military forces of the world in order to enforce their own special whims and greedy purposes.

It perhaps will never be fully known how very near the world came to being conquered by these ruthless tyrants. There were times when the final outcome literally hung in the balance, and only the guidance of a Great Power seemed to rescue humanity, which was so near the precipice of destruction. For instance, after Dunkirk there was the impending invasion of the British Isles which, if it had occurred and had been successful, would have entered powerfully into the final outcome. Then there was the period when the Suez Canal and all the area of the Middle East was almost wrested from the British forces. Erwin Rommel, the cagey strategist known as the Desert Fox, was the leader of the Nazi hordes that spread so much destruction throughout North Africa. Then, too, there was that moment when Hitler decided to make war upon Russia, an event which was probably his worst mistake. Then finally there was the day when Germany and the Axis powers declared war upon the United States. All of these events were filled with unbounded significance, and as we look back over the years we see how

each took its place in the grand perspective of time, and it seems now that all that has happened has represented the aspirations of the conscience of the world.

The main provisions of the new charter are as follows:

Purposes—The United Nations organization's chief purpose is to maintain peace and security by peaceful means or force. Also it will seek to develop friendly relations among nations, promote economic and social co-operation and afford machinery for nations constantly to talk over their international problems. It should do these things, the charter says, in accord with justice and human rights.

Principles—All member states (fifty nations at San Francisco) pledge themselves to use force only in accordance with the purposes of the organization and not to aid any nation against which the league takes action. They bind themselves also to respect territorial integrity and political independence of each other.

Membership—It is to be open to all peace-loving states.

Principal organs—These are (1) general assembly, (2) security council, (3) court, (4) economic and social council, (5) trusteeship council, (6) secretariat.

General assembly—This consists of all member nations. The charter allows it to debate anything within the scope of the charter, rallying world public opinion, and to make recommendations to the security council or to member nations on virtually any international situation. It will receive security council reports. All nations have equal votes in the assembly. It will meet annually, but may have special sessions.

Security council—It is given eleven members of which five must be the United States, Britain, Russia, France and China. The assembly elects the other six, taking account of their military resources and location, a qualification sought by middle powers like Canada and Australia. The council cannot refuse any state the right to appeal a dispute to it. None of the big powers can prevent discussion of the dispute. First. peaceful means, then force may be employed to settle it, but the council has to vote any action by a majority of seven, including all the Big Five.

For using force the council's military command is a "military staff committee" of the Big Five chiefs of staff.

International court of justice—The charter provides for creation of the court, but its detailed plan of organization is a seperate document. Only United Nations or countries approved by the United Nations may become members of the court.

Arrangements for maintenance of international peace and security including prevention and suppression of aggression—any state may appeal to the council and it may look into any situation on its own. After discussion, the council may investigate, use conciliation, arbitration or the like or otherwise try to settle a situation.

It may recommend terms of a settlement peacefully and in accordance with justice and international law. Failing peaceful settlement, it may use economic, political or military foree to prevent a breach or threat of the peace, or to suppress an aggression once it occurs.

The members of the United Nations must make special agreements telling what forces each can supply on council call. No member can legally bar council-directed passage of United Nations troops across its territory. The council can begin functioning as soon as enough agreements are signed (meaning those of the Big Five) to give it essential forces.

Any state may sit with the council when its forces are to be used, even though it is not a member. This and several other provisions are newly put in to meet demands of middle and small powers.

Regional defense arrangements are given wide latitude. Special treaties against resurgence of enemy states (Franco-Soviet pact, for example) are exempted from control of the council indefinitely. Regional defense systems like the Pan-American may operate for the protection of members any time they are attacked, although the council may step in at any time.

Arrangements for international economic and social co-operation —the economic and social council of eighteen members elected by the assembly has objectives including promotion of such things as full employment, education and health.

Secretariat—This is the working staff of the organization, headed by a secretary-general.

Amendments—Two-thirds of the membership including all the big powers would have to agree to all amendments before they could become effective.

Transitional arrangements—Until the council is a going concern backed by force, responsibility for joint maintenance of peace and security falls upon the United States, Russia, Britain and China, which signed a pact to that effect at Moscow in 1943. The security council can take over as soon as it is able to do so.

Trusteeships—At the head of the system would be a council composed of all countries administering trusteeships, plus an equal number of non-administering countries which would have to include Russia and China. One chapter sets up moral political and economic standards for governing colonial peoples. Another sets up standards for all dependent areas put under trusteeships. Self-government is stated as the ultimate political objective.

* * * * * * * *

INDEPENDENCE DAY

On July 4th of this year the people of the United States will commemorate the 169th anniversary of the signing of the Declaration of Independence. On July 4, 1776, the delegates who had assembled in Philadelphia at the Continental Congress adopted and proclaimed to the world the Declaration of Independence, which marked the beginning of a new nation. This famous historic document set forth the fundamental principles of all good government and declared the independence of the thirteen colonies of Great Britain in America.

From the time the first colonists settled the new country until the time of the Declaration of Independence, the new settlers had been pioneering in a new land. During these years they had suffered what seemed to them to be undue abuses, exploitations, indignities and oppressions. They had paid tribute to a foreign monarch without at the same time receiving the benefits or enjoying the privileges of free citizens in a free world. To them, therefore, it seemed unfair that this situation should continue to exist. To them it seemed to be the appropriate time for them to begin a movement, even with armed forces, to unshackle themselves from the forces of the King of England.

No doubt, the delegates who gathered in Philadelphia recognized the gravity of the situation. In a sense, if they were to declare themselves free and independent and if their cause in the end should

fail, they could only be regarded as traitors against the mother country. Then, too, the difficulties that lay ahead reminded them constantly that the new cause had little to offer them. In fact, it seemed to offer only hardships and suffering and, for many, death. Under such conditions, no doubt, there were many who were faint-hearted and who were dubious of the new movement. Of necessity they had to have a firm conviction and a steadfast determination to gain for themselves the inalienable rights of free people. It was essential that such leaders as Patrick Henry should seek to inspire the people and to awaken them to the possibilities of waging a war in order to become free. On that memorable day when Patrick Henry delivered his famous oration, "Give me liberty or give me death," he was attempting to fire the passions of men to resist the encroachments upon their liberty and their freedom. It took many such speeches to arouse the people and to unify them in the new cause.

When the Declaration of Independence emerged after many days of doubt and uncertainty it was indeed a great adventure into the realm of independent government. For the pioneers in America this was truly an innovation for which they had no precedent, and consequently it required bravery, courage and heroic effort of the highest order. It is perhaps fortunate that they could not foresee the intense suffering of the Revolution, for it is true that no band of heroic soldiers ever fought against greater odds nor with less equipment than did the American soldiers of the Revolution.

The news of the adoption of the Declaration of Independence generally brought great rejoicing to all parts of the country, and the famous Liberty Bell in Independence Hall was rung as never before. The event gave new meaning to the legend inscribed upon the bell, "Proclaim liberty to all the land and to the inhabitants thereof." Among other things the Declaration of Independence declared that "all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness." The concluding sentence of the Declaration represents the essence of the sentiments of the founding fathers: "And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we pledge to each other our lives, our fortunes, and our sacred honor."

JACKSON TRAINING SCHOOI PRESETING SERIES OF RADIO PROGRAMS

Through the courtesies of radio station WEGO located in Concord, N. C., arrangements have been made for the Jackson Training School to present a series of programs on the air. Both the officials and the boys of the institution are greatly pleased to have this opportunity, for it will serve two major purposes. In the first place, it will give an opportunity to better acquaint the public with the work of the institution. It will give an opportunty to present both the objectives of the school and the actual activities as they occur from day to day. In the second place, it will afford an opportunity to the boys to participate in the program, and particularly have some experiences in presenting programs on the radio. We plan for the boys to give musical selections, reading selections, and talks about the work of the school from their own viewpoint. It is urged that the friends of the training school tune in on these weekly programs, and we are sure that they will enjoy particularly the entertainments presented by the boys themselves.

The officials of the training school desire to express their great appreciation for this privilege to Mr. Wayne Nelson, who is the congenial and courteous manager of the radio station. He seems particularly delighted to offer this opportunity to the boys.

The broadcasts will occur on each Tuesday at 11:45 a. m., and will last for fifteen minutes each time. The first of these broadcasts occurred on June 26, and at that time the main topic was: "The Purpose and Function of the Jackson Training School," presented by the Superintendent. In addition to this speech, a group of fifth grade boys, accompanied at the piano by Miss Mary Davis, sang two songs: "There Are Many Flags In Many Lands" and "Marines Hymn."

The following are some of the topics which will be emphasized in later programs: "Orientating New Boys Into the School Program," "The School's Health Program," "Extra-Curricular Activities," "Explanation of the Work of the Dairy Department," "Explanation of the Work of the Print Shop," "Explanation of Cottage Life and the Work of House Boys," "Explanation of the Work of the School Department." Others will be added from time to time.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Notes of Interest

By Thomas Stallings, 8th Grade

Lately the boys at the Training School have been having an abundant supply of vegetables. These consist of cabbage, onions, cucumbers, string beans, squash and potatoes. We would like to thank the boys of the Receiving Cottage for gathering and distributing them.

The boys in the different cottages play baseball every Saturday afternoon. The boys enjoy this sport very much. They also go swimming twice a week.

The picture show last Thursday night was entitled "Tarzan's Desert Mystery." The boys all enjoyed this picture very much.

The boys of Cottage No. 3 enjoy stories read by Mr. Hines each night. These books are obtained from the school library. The names of some of the books are as follows: "Arabian Nights," The Dog of Flanders," "Billy and the Major," "Under the Basket" and "The Two Little Confederates."

Letter-Writing time will be some day this week. All of the boys are looking forward to this day, at which time their school reports will be sent home.

Promotion Day

By Robert Lee, 8th Grade

Next Saturday, June 30th, will be Promotion Day, and a number of the boys are going up to the ninth grade. The boys in the morning school section who are to be promoted are as follows: John Allen, Leonard Bradley, Raymond Cloninger, Ray Edwards, Charles Shore, Harvey Squires Thomas Stallings, Jack Benfield, Eugene Hudgins and Jack Oliver.

The boys who are going up in the afternoon school section are as follows: Charles Allen, Charles Blakemore, Robert Flinchum, James Perkins, Charles McClenney, William Poteat, Bruce Sawyer, Marshall Sessoms, Gerald Johnson and Charles Young.

We wish these boys the best of luck in this new undertaking.

Harvesting

By Robert Lee, 8th Grade

Lately here at the Training School the boys on the barn force and some of the work line boys have been harvesting. This work consists of three main processes: (1) The cutting of the wheat and oats. (2) The loading of the grain. (3) The hauling and threshing of the grain.

Mr. Peck is in charge of loading the grain in the fields, and Mr. Morris and Mr. Kiser are in charge of the unloading and threshing. The threshing began on Thursday afternoon of last week and will probably continue for another week at least.

Science Study

By John Allen, 8th Grade

For the past few weeks in our eighth grade Science class we have been studying some interesting units.

These units refer to scientific study, experiments and facts. These units are as follows:

(1) We Turn With the Earth. This unit tells about the rotation and revolution of the earth. We have studied about the solstice or standing still of the sun and the revolution of the earth around it. It explains the reason for four seasons, how they occur, how the different time zones are situated in their places, the longitude and latitude lines of the earth, total eclipse of the sun, total eclipse of the moon, and other facts about the motion of the earth. We have learned very much from this unit and have gone deeply into discussion of the facts that seem complicated.

(2) What Are Things Made Of? We study here about the states of matter in which all substances exist, such as liquids, solids and gases.

Liquids such as water, vinegar, gasoline, syrup and alcohol are in that state of matter.

Solids such as wood, iron utensils, paper, cotton, coal and sugar are at the head of the solid family.

Gases that lead in their groups are oxygen, hydrogen, nitrogen, air, ammonia gas, illuminating gas, natural gas and water vapor.

Every known substance that exists is either a solid, liquid or gas. The smallest compound particles are molecules, and the smallest simple elements are protons and electrons in atoms.

(3) How We Use Machines to Do Work. We learned of the importance of machines in doing work in this unit. It explains the great increase in the ability to do work and gets work done faster.

There are many kinds of machines such as gasoline-engined machines, machines with steam engines, electric engines and water-driven engines.

Some of the simplest machines are the inclined plane, the lever, the screw, the pulley, and the wheel and axle. These simple things make work very much easier for us.

In our Science study, we have become more familiar with the facts that are given for our benefit. We enjoy this study very much and become more interested in it every day.

Friday Morning Chapel Program

By Leonard Bradley, 8th Grade

We first sang a song entitled "Drink to Me Only with Thine Eyes," and then we had a responsive reading, led by Mrs. W. M. Morrison, our second grade teacher. Mrs. J. D. Morrison then read a Bible story, "Jesus in the Temple," and Miss Mary Davis, our third grade teacher, read a story, "Little Red Riding Hood," by James Whitcomb Riley. After that we all stood and saluted the flag. William Whistnant then gave a reading entitled "Elmer Brown," and Lloyd Perdue and James Arrowood also gave a reading entitled "A Boy's Mother." Our closing song was "God Bless Our Native Land." Mrs. W. M. Morrison led the singing.

B. T. U. Meeting—Junior Group I

By James Sneed and Donald Redwine, 3rd Grade

First, Mr. Snyder gave the boys a talk. Then Mr. Hines called the roll. Mr. Snyder took the Bible reading for the week, and found that we had read eighty chapters. Following this, Mr. Snyder read a Bible story.

We were sorry to hear that Rev.

E. S. Summers had been sick for the past few days.

We are not going to have any more meetings of the B. T. U. until the first Sunday in September.

B. T. U. Meeting—Junior Group II

By Ralph Gibson, 6th Grade

Last Sunday, the Intermediate Group met in the room with the Junior Group II. The program was started and the parts were given as follows:

(1) "The Youngest Seminary," by J. C. Cayton; (2) "The Courses of Study," was to be given by a boy who was absent and we omitted that part; (3) "Learning to Do by Doing," was read to us by our leader; (4) "Some Illustrations," by Harry Thompson and Ralph Gibson; (5) "Other Services," by Joseph Mitchell.

The program was closed by a poem which was read by Kenneth Staley.

Officer and Matron Leave School

By Thomas Stallings, 8th Grade

On Monday morning of this week, Mr. and Mrs. H. H. Wyatt, officer and matron in charge of Cottage No. 14, left the Training School. Mr. Wyatt was also in charge of the machine shop. They had been employed here for nearly four years.

Early Monday morning, a Mr. Brown came out with his truck to move the Wyatt's furniture. Several of the boys helped them to load it.

All of the boys hated to see Mr. and Mrs. Wyatt leave.

Group Sings at Westford Church

By Kenneth Staley, 8th Grade

Last Sunday evening, a group of boys was invited to take part in a musical program at the Westford Methodist Church, near Concord. They all had a very good time. The program lasted from 7:30 until 9:30. Singing as a group, our eighteen boys sang four numbers, and at the request from someone in the audience, William Poteat sang a solo.

The boys making the trip were as follows: Roger Barnes, Jack Benfield, William Brooks, Craven Callihan, Ray Edwards, Robert Flinchum, Jack Gentry, Liston Grice, Robert Helms, Robert Lee, John Linville, Charles McClenney, Ned Metcalf, Joseph Mitchell, William Poteat, Hilton Reid, Kenneth Staley and Marshall Sessoms.

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BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of July 1, 1945

July 2—Talmadge Duncan, Cottage No. 3, 12th birthday.
July 3—Clyde Wright, Cottage No. 3, 13th birthday.
July 6—John Daniel Crocker, Cottage No. 14, 14th birthday.
July 6—William Walls, Cottage No. 5, 16th birthday.

SALVADOR, THE AMERICAN

By Ina E. Lindsey in Evangelical-Messenger

Most boys and girls do not go to school in July. But in a certain country schoolhouse in Nevada, the school is kept all summer. This is because the mountain roads that lead from the ranches to the schoolhouse are nearly impassable during the winter. That is how it happened that the teacher and the pupils of this school were rehearsing on the Third of July for a patriotic program to be given the next day.

Salvador Salis, a little Mexican boy, whose father worked on one of the ranches, was reciting with the rest, "I pledge allegiance to my flag," when Johnny Watson turned and looked at him crossly. "It's not yours." he whispered. "You're not supposed to like our flag."

"But I do like it," answered the brown-eyed boy.

"Tomorrow," announced the teacher, one of the boys can raise the flag on the pole, and one of the girls can be Miss America. She can wear a white dress with a flag draped around her. We will decide who shall do this by vote."

While the teacher was cutting some paper slips for ballots, Johnny Watson remarked, "One of my greatgrandfathers came to America in the Mayflower." Salvador did not know what the Mayflower was, and he didn't want to ask, for they laughed at his questions.

When the votes were counted, Johnny had the most. Little Salvador was the only boy who did not receive any vote. Mary Mathis was chosen to be Miss America. She had blue eyes and golden curls and they all thought she would make a beautiful Miss America.

On the morning of the Fourth, the teacher built a charcoal fire in an iron box, so the pupils could light their firecrackers. Miss America didn't notice the box, and as she stooped down to tie her shoe, the flag that was draped about her touched the burning coals. The girls shouted, "Mary, you're burning!"

Mary got excited and started to run forgetting that this was the worst thing to do. The teacher and most of the pupils had gone to the schoolhouse. But Salvador was near. He started after Mary. How fast that little Mexican boy could run! He caught her just as her dress was beginning to blaze. With his bare hands he crushed out the fire.

The teachers face was white when she said a few minutes later to Salvador, "You are a brave boy; in another minute it would have reached Mary's hair!"

"And I got most of the flag, see?" said Salvador proudly as he held it up to show the burnt edges. "I don't want my flag to burn." Then he stopped. "No, not my flag—but I like it! And when winter comes my father gets some more papers. Then he be American, and I be American, too!"

The teacher said, "I think a boy who is brave enough to risk getting his hands burned to save a little girl and the flag, is a good American already."

Then Johnny surprised everyone, and Salvador most of all when he said,

"I will let Salvador raise the flag in my place."

And with his hands bandaged, Salvador pulled the rope that raised the flag to the top of the pole. Then, while his brown eyes were shinning, he repeaded with the other children, "I pledge allegiance to my flag, and one nation, indivisible, with liberty to the Republic for which it stands; and justice for all."

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DAILY PRAYER

If I can do some good today,
If I can serve along life's way,
If I can something helpful say,
Lord, show me how.

If I can right a human wrong,
If I can help to make one strong,
If I can sing a cheerful song,
Lord, show me how.

If I can aid one in distress,
If I can make a burden less,
If I can spread more happiness
Lord, show me how.

If I can do a kindly deed,
If I can help someone in need,
If I can sow a fruitful seed,
Lord, show me how.

If I can feed a hungry heart,
If I can give a better start,
If I can fill a noble part,
Lord, show me how.

—Grenville Kleiser.

SEEK THE BEST

(The Speakers Library)

The ideal man is he in whom every endowment of his being is developed in harmony with every other, and each to the highest degree of which all are capable. The one great aim of all education is to secure the highest type of man. In strict accord with a peopel' conception of the highest type will always be its methods of education. The greatest glory of any nation is its great men—men who are great not alone by splendid talents or deeds of daring, but by excellence of character and nobleness of purpose and acts. This is the ideal we have in mind when we say, "Seek the Best."

In this world we have made men, self-made men and unmade men. The same kind of training has these various results when applied to people who have been differently endowed by nature. Not infrequently persons of high mental endowments leave our educational institutions crowned with academic honors only to drop at once into the ranks of the commonplace and the forgotten. Not a few of the liberally educated, failing in what they have undertaken in life, are sneered at ast he legitimate productio no schools and colleges. They have all of the form, but men who have been spoiled in the making.
out the best there is in them is that

One of the reasons many do not bring out the best there is in them is that they are pursuing a line that nature never intended they should follow. No two persons are similarly endowed by nature and a thing that is very easy for one to do is next to impossible for another. It is fortunate that such is the case for if we were all endowed along the same lines there would be whole fields of human activity with no one to develop them.

Some boys have a wonderful mechanical constructive capacity and as civil engineers or in any field requiring constructive ability they could make a splendid success. Some of this class think they see immediate success in the ministry or as language teachers, so turn from thier natural field and enter one where they have no talent and the result of their life can easily be foretold. All their days they feel like square pegs in round holes.

Often the fault is entirely that of the student who never properly develops his mental capacities .The road of the nobodies is already entered on when the student is willing to let other people do the hard work for him. If he lets his fellow-students work out his difficult problems for him it is easy to tell what his education will do for him. Outward stimulus is all in vain, without the inward energy that reacts and receives and assimilates. A stick may be whittled into the form of a man but it will be a stick, not a man.

Instead of seeking the best there is in the individual and developing it, our educational institutions too often try to make the students plastic and pour them all into the same mould and the native force of many of them becomes sadly compressed. Professors in our professional schools easily distinguish between the different types of mind and character coming from the dif-

ferent colleges. They can sometimes determine with accuracy the college a student has come from as soon as they have an opportunity to gauge him.

It was not a wholly ungrounded caricature recently made of a theological school representing it as a gristmill: into hoppers men of the most diverse stature, weight, and dress were being dropped, while from the farther side of the mill a long line of clericals was emerging, everyone of whome was precisely alike every othed in hieght, weight, carriage, and apparel. To cramp a man into likeness of another man, is to cripple him in the world. That is not seeking the beste there is in him.

In time we all quit the school room and enter the practical world and then the question arises: "What should be my object in life?" There is no doubt but that the object sought by the vast majority of mankind is the accumulation of property. They desire to acquire sudden wealth without paying for it a ligitimate price in labor. The common disposition today is to shirk hardship and all responsibility that does not lead to immediate and showy results. If a merchant desires trade, he must advertise, and a young man who begins business without money or influence must establish for himself a character as well as trade. The business habits that he will acquirt will make him careful in investments and wise in the use of his income. such a man will realize that "What is worth doing is worth doing well"

One who starts in business with capital finds that this takes the place of long industry, for he is able to buy a well-built up trade, which is the result of many years of close attention to details. This man may not feel that he must do his very best until his business is wrecked, and then it is too late. It is a pleasant thing to live under prosperous conditions and to have leasure, but this pleasure cannot exists except when surroundings are the results of worthy exertions.

He who would do his best owes a duty to his successor as well as to himself and his neighbor. One may not do what he will with his own, for the gifts of this world are loans to be well used and kept uninpured. There is not a single good in any instance that can be secured without sacrifice that corresponds to its value, and there never was a good action that does not reward one's expenditure.

If at all times we make the most of our opportunities, do what we know to be right, and in our relations with others always follow the Golden Rule, we will constantly benefit some one, because every noble act bears its legitimate fruit. If we spend our time in idleness, chose our associates from the degraded, it will not be long we will be like them. We cannot always tell the character of a tree, or of a person, by a fair exterion. We must examine the fruit in one case and the life the other. To produce good fruit it is necessary that we should have good ideals. By an Ideal is meant an aspiration of the suol to be or to do that which is most worthy of itself. Those moments of exaltation, when true manhood conquers the baser self, when we are conscious of a flood of pure and generous emotion surging through our beings, leave their imprint upon our lives until the end.

When we read the works of a noted author, we sometimes seem transported to another world. We know the

people he is describing and enter into his world of thought. This author's life has born fruit, perhaps long before we were born by which our lives are made better and brighter. It is such fruit as this that has aided us so much in revolutionizing the world.

Then let us seek the best and make the most of our ideals and opportunities, and though we may not succeed in having our names written in the hall of fame we can chrerfully cultivate the talents nature has given us and bear such fruit that the world may be better for our having lived in it.

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GENERAL EISENHOWER THANKS HIS TEAM

General Dwight D. Eisenhower, in his victory address after the signing of the German surrender, declared in the room where the Germans surrendered:

"In January, 1943, the late President Roosevelt and Prime Minister Churchill pronounced the formula of unconditional surrender for the Axis powers.

"That formula has now been fulfilled. The Allied force which invaded Europe on June 6th last, has, with its great Russian ally, utterly defeated Germany by land, sea and air.

"From the beginning, the bulk of the forces which carried out this invasion have been supplied by Great Britain and the United States, but we have had elements from almost every oppressed country in Europe.

"I think it is particularly fitting that this unconditional surrender should have been signed in the heart of France, a country which has suffered so much and one where resistance movements have helped us so much.

"This unconditional surrender has been achieved by teamwork. To every subordinate in this command of 5,000,000 men who took part, I owe a great debt of gratitude which I can never repay. They have earned the deep and lasting gratitude of every citizen of all the United Nations."—Exchange.

SERVICE

(The Speakers Library)

We all want a life that satisfies—what are the essentals for such a life?

First, I suppose we must operate in keeping with the Ten Commandments, which tell us what not to do. They are regulatory—restraining: we surely there can be no freedom—if there were no rules to guide and compell the driver, our highways filled with autos would be little better than battlefields.

But obedience to mortal law is only a part of what is needed for a life that satisfies.

Remember about the young man who asked Christ "what must I do to be saved?"

"Sell thy goods and whatsoever thou hast, give to the poor and come, take up thy cross and follow me."

It is reasonable to suppose that injunction is not to be taken literally but as a challenge of principle.

This young man was no different from thousands of men and women today hwo wants life that satisfies and don't know just what to do or how to get it.

It is said that he came running—he was eager. Heknelt at Christ's feet. He was law-abiding, humble, generous and loveable, but he was not satisfied. He wanted to know what else he could do.

Then came the challenge. He was told to consecrate himself to an unselfish cause—to a principle, which taught that one must loose his life to save it—must loose it in Service.

Service is power—it guides—it stabilizes. What is life all about anyway? What are we here for? It is all worth while and the effort?

It is worththe while. We want to live: we want to live with satisfaction. Surely, it is a job to live—it is a fight—but we want the job and we ar willing to fight for it. :

And the biggest job of all is life itself. We want to do our job well and have joy in doing.

We all want a rich life—a life of abundant satisfaction—an active life—a life that knows what it wants—understands what is best to acquire happiness.

And here comes the challenge of Service. Service to our fellow men as the chief object oflife and the source of it's satisfaction.

Service is satisfaction. Service also is power.

There are two kinds of power: the power from without that regulates: the power from within that inspires, making of duty a pleasure and not just something that should be done.

This world is full of paradoxes. It is a world of beauty. One needs but ti look at the hills, the lakes, the gardens, at nature in all its seasons, to witness that fact.

It is a world of achievement: the genius of man attests to that—normally a world of happiness: there is laughter and joy.

But with the beauty is mixed gaunt ugliness—with the flowers are the slums—there is war—there are hates, fears and jealousies of possessions and positions.

In some respects man has a better control over nature than over his moral self.

Most of evils that desecrate our lives are caused by selfish seeking—a blacking out of the principles of Service.

Service should be the spirit of the plan and purpose of life.

A feeling of brotherhood should condition and govern our lives.

We then find a life that satifies.

And in this war—in the days that follow victory, whenever that may be, service to our country, in the broadest sense, unselfish and undivided, is our hope and our salvation.

———:———

A man invariably makes a howling success when he undertakes to make a fool of himself.—Exchange.

———:———

PLANNING WORK AND WORKING PLANS

(Charity & Children)

It is a lot easier to plan a work than it is to work a plan. It is useless to plan a work, any work, and not work according to the plan.

We spend too much time planning work and too little time executing our plan. Perhaps it would be better to say that the time we spend in making plans is all out of proportion to the time given to executing our plans.

Dr. J. B. Gambrell used to tell a story that illustrates what we are say ing. During the civil war, General Robert E. Lee led his army in hot pursuit of the enemy. The opposing army crossed a river and blew up the bridge behind them. General Lee called a group of engineers together with their labor gang and told the entire group that they had to cross the river within 24 hours.

The engineers went back to their tents and began to figure how it could be done. The foreman of a labor gang went down to the river and began to fell trees and at the same time study the best place to span the stream. At four o'lock the following morning a loborer called on Robert E. Lee and informed him that the bridge had been completed. General Lee asked, "Where are the engineers?" "Sir," said the practical soldier, "they are still in their tents, drawing pictures."

It is a good thing to plan a work, but to spend too much time planning and too little working is poor policy.

We have heard much talk in recent months about planning for the post-war world, or, planning for the return of our soldiers. That is all good, but we can plan till "doom's day" and be doomed when the day dawns, unless we execute our plans.

We have spent a lot of energy, money and time planning for this evangelistic centennial crusade. We were wise to plan a work of such vital importance, but we are foolish if we fail to execute a plan results in wasted energy and time. Planning without work is just plain waste.

CAPTURED GERMAN SUB ON WAY TO JAPAN WITH SECRET EQUIPMENT

(The New Day)

Capture of three Nazi Major Generals aboard a surrendered German U-boat 500 miles off Newfoundland last Sunday was revealed today by Adm. Jonas H. Ingram, Atlantic Fleet Commander.

The German Generals apparently had been trying to reach Japan with large quantities of Reich aviation plans, charts and secret equipment when they were taken in custody by an American destroyer escort which is now bringing the U-boat into Portmouth N. H.,

Two dead Japanese officers aboard the German underseas craft supported the conviction of authorities that the U-boat had been headed for Japan with valuable informatiin. The Japanese had committed Hara-Kiri just before they were found.

Admiral Ingram disclosed at the same time that the German Navy had carried on U-boat warfare against the Allies to the bitter end, and had sent a formidable wolfpack of U-boats into American waters during the final weeks of the war.

"The battle of the Atlantic, one of the most secisive campaigns of the war, was a fight to the finish," Ingram declared.

The Admiral told a news conference at the Navy Department that the U-boats which made the final German attack succeeded in torpedoing five Allied merchants ships, two of which were sunk, but that eight of the submarines were destroyed.

Five of these U-boats were cut out of the wolf-pack which in mid April was ordered to blanket the Atlantic coast from Maine to Florida.

The other three were sent to the bottom (1) off Newport, R. I., (2) south of Nova Scotia and (3) off Cape Hatteras.

"These U-boat actions undoubtedly were the Nazis' last fantical attempts to panic us before the collapse," Admiral Ingram said.

Among outstanding incidents of the U-boat warfare, Admiral Ingram announced that a U. S. Navy escort carrier task group on June 4, 1944, reverted to the tactics of the early Continental Navy to hunt down, attack, board and capture a German submarine.

This was submarine U-505, taken 150 miles west of Cape Blanco in French West Africa, after it had made an 80-day commerce-destroying raid in the Gulf of Guinea.

The task group, commanded by Capt. Danial V. Gallery, Chicago, towed the U-boat 2,500 miles to Bermoda. The task group was led by the escort aircraft carrier Guadalcanal and included five destroyer escorts.

Admiral Ingram said this was the first time U. S. Navy men had boarded and captured an enemy man-of-war in battle on the high seas since 1815.

Ingram disclosed that the U-boat which sank the American escort carrier Block Island last year was sent to the bottom four hours later.

Indications are that Japanese submarines which penetrated the Atlantic

were endeavoring to carry strategic raw materials to break the Allied blockade of Germany.

Admiral Ingram said that one Japanese sub sank last summer south of Iceland was found to be carring a cargo of raw rubber. The rubber kept rising to the surface for some days after the submarine had been sunk.

Ingram pointed out that much of the battle of the Atlantic has gone on behind a curtain of secrecy, because of American methods of dealing with the U-boats must be kept from the Japanese. He said that many stories of heroism in this phase of war, however, will now be made public.

The Admiral told of one airman from the U. S. aircraft carrier Bogue who harrassed a U-boat until is came to the surface and hoisted a white flag of surrender.

The flyer had no means of seizing the ship, but summoned surface craft to the scene. The ships arrived to late to prevent the German commander from scuttling his ship, but the crew was captured.

A STORY OF BACCHUS

In his youth, before he became a god, so the ancient story goes, Bacchus, who worshipped all growing things, discovered one day a tiny plant which pleased him so that he wished it might grow in his own country. So he uprooted the little plant; and, that the tender roots might be unhurt, he found a hollow bone of a bird and drew the roots into the bone.

As he journeyed on, the plant thrived, and its roots grew too big for the bone of the bird; and as Bacchus was then passing through Africa, he picked up a lion's bone and placed within it the bird bone containing the plant.

But soon the roots became so large that even the lion's bone could not hold them. Then Bacchus, seeing by the roadside a large bone of a donkey, pushed the lion's bone into it, and was soon in his own country, where he planted in the ground the donkey bone in which the plant now reposed, together with the bones of the lion and the bird.

From that single plant grew a vineyard, and from the grapes Bacchus made a wine. But strange to relate, when his friends drank some of the wine, they sang like birds. When they drank more, they were brave and mighty as lions. But when they drank too much, they behaved in the manner of the donkey.

—Sunshine Magazine.

AN INTERESTING COLLECTION

(The Morganton News-Herald)

Bruke county case workers could give no doubt as intersting and varied a collection of reports as those I read from the files of a worker who took the time to keep a scrap book of "gems" from her own and fellowworker's papers. I slected the following as the best in a column or more I had clipped.

Good type of American family—appear refined, but intelligent.

Woman is willing to struggle if given an opportunity.

Woman badly bruised—furniture man took bed springs.

Woman was deserted five ago. Had it broadcast over raido.

Family's savings all uesd up—relatives have helped. Applicant's wife is a lady and hardly knows what it is all about.

Woman taught bridge and suffered broken leg. Applicant worked in children's underwear. Let out recently.

Applicant and family got $15 from neighbors for moving from former address.

Saw mother and a child—evidence of a father. Man hit by automobile —speaks broken English. This womman is ill. She is being treated. The gas has been turned off.

This family seems to be just sitting around waiting for grandmother to get old enough for pension.

The daughter, Mary, is active mentally and otherwise. She has advanced herself but not at home.

Woman says husband has illness that sounds like arithmetic. I think she means arthuritis.

Applicant says he is an Eagle. He and his wife have been living on a brother Eagle for the past two months. Last week wife fell and sprained a leg.

Woman says no matter which way she looks at it, she has nothing.

Apartment crowded and untidy. Saw evidence of girl in clothing.

Woman says they are a delicate family and must have steamed apartment with eggs and oranges.

Applicant has one child, Lillian, who is three months old and owes 12 months rent.

Spoke to the wife and applicant who was straining to make ends meet.

Saw woman. She has seven children. Husband a veteran.

Applicant is typical real American. He is the father of eight children.

Woman still owes $45 for a funeral she had recently.

Woman in a quarry, too old for work, too young for pension.

Applicant's wife is making little garments through the kindness of a neighbor.

Applicant took job as janitor in home for the working girls—lasted three weeks.

Nice quiet home family. Dorthy has been out since July.

Applicant and wife are illegally separated.

Roomer pays no board as he usually acts as godfather.

The people have religious pictures all over the place, but seemed clean, however.

Man recently had operation but is able to hold any position he assumes.

Sophie is married to a sailor and her whereabouts are unknown.

Woman is ailing at present—eyesight poor—does housework when able to find it.

Woman has no job to be mentioned.

Woman is saving up for illness.

Milk needed for the baby and father is unable to supply it.

Until a year ago this applicant delivered ice and was a man of affairs.

Couple have been completely stripped. Now are barely able to get along.

These people are extremely cultured. Something should be done about their condition.

Since Christmas family has been living on a Democratic club basket.

Man has diabetes and is insulated twice a day.

Couple's only source of income is four boarders all out of work. They owe $600.

Man aggressive—has nine children.

THE RIGHT KIND OF PEOPLE

Gone is the city, gone the day,
Yet still the story and the meaning stay:
Once where a prophet in the palm shade basked
A traveler chanced at noon to rest his miles.
"What sort of people may they be," he asked,
"In this proud city on the plains o'erspread?"
"Well, friend, what sort of people whence you came?"
"What sort?" the packman scowled; "why, knaves and fools."
"You'll find the people here the same," the wise man said.

Another stranger in the dusk drew near,
And pausing, cried, "What sort of people here
In your bright city where yon towers arise?"
"Well, friend, what sort of people whence you came?"
"What sort?" the pilgrim smiled,
"Good, true and wise."
"You'll find the people here the same,"
The wise man said.

—Edward Markham.

WHILE GERMANY FELL

(Christian Science Monitor)

Eyes, for a month and a half held entranced by the tremendous finale of the European drama, turn now to the Far East where the climax is yet to come. The stream of news has been flowing in but for many of us only scraps and names have filtered through the din of Germany's fall—Okinawa, Mindanao, Rangoon, Borneo. Britain and America "redeploy" against Japan the forces which brought the Nazi monster down. How do things stand as this great military task gets under way?

The fall of Rangoon and the destruction of Japanese forces in Burma stand, perhaps, as the most significant recent developments in this Far Eastern war. Admiral Mountbatten's British Fourteenth Army, aided by American units, has won a 15-months campaign along a front more than twice the length of the one in Western Europe and through a country beset with almost incredible natural difficulties. This means that soon the shortest route to the Burma Road will be open, Japan's whole position in Thailand and Malaya is threatened, and the British are free to move on Singapore.

So much of Okinawa has now been conquered by the Americans that the newly established Seventh Air Force is setting up its bases on the big island. There is still bitter fighting but it is limited to the southeast corner. The Japanese have launched heavy suicide air attacks against the supply fleet and its escorting warships. These have inflicted some naval losses but there is no reason to believe that they will shake the American hold on Okinawa.

Except for pockets of resistance on Luzon and Mindanao, all major areas of the Philippines are cleared of the enemy. Australian and probably some Netherlands forces have invaded Borneo's rich oil center at Tarakan and have driven the Japanese into the hills. Fighting fronts in China remain relatively unchanged, although Chinese forces have shown some revival of strength. With the port of Rangoon again serving the Burma Road, and particularly with the flow of motor fuel now reaching China through the just completed, world's longest pipe line, China's tired and battered armies can look for aid such as they have not received for at least three years. Russia's part in the forthcoming struggle still remains an unanswered question.

The Allies are still just moving up to jump-off positions for the grand assualt against Japan's center of power. But while Germany disintegrated and fell apart they have done quite a little moving.

———:———

Never meddle with a hornet or a man who is minding his own business.

THE TIN WHISTLE

Author Unknown

To say that Barbara Channing was indignant is to put it mildly. "I shall never speak to Elise Anderson again!" she sputtered.

"What's the matter now, child?" asked her mother gently.

"She cut me when she passed me on the street this morning," the girl replied.

"Perhaps she didn't mean to, and if she did, I shouldn't let that cloud my happiness, dear. I heard a story about Abraham Lincoln once that has always been a great help to me. One day he was walking with a friend in a park in Washington when a man coming toward them refused to turn out, and Lincoln quietly stepped aside and let the man pass.

" 'Why did you do that?'asked Lincoln's friend; 'he should have turned out for you.'

" 'Why,' replied Lincoln, 'if I hadn't turned out of the way, there might have been a collision!'"

"Yes, but you can't help feeling hurt when people snub you, can you?" was Barbara's impetuous comment.

"Oh, yes, you can," replied her mother. "The trouble with most of us is that our thoughts swing in such a small circle. I was going down the street the other day, and when I passed Mr. North's house there was little Robert crying so you could hear him a block away. I asked him what was the trouble, and he told me he had lost his tin whistle. That penny whistle filled his horizon. He had loving parents, and health to run about in the sunshine. But all that counted for nothing compared with his penny whistle. What he needed was a little more horizon. And I came away thinking how silly to let some little thing blot out the sky."

"I never thought of it that way, mother," replied Barbara soberly, "and I shall try to remember."

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A burglar broke into a millionaire's mansion in the early morning and found himself in the music room. Hearing footsteps, he took refuge behind the screen, where he was forced to remain a considerable time.

From 8 to 9 o'clock the eldest daughter had a singing lesson. From 9 to 10 o'clock the second daughter took her singing lesson. From 10 o'clock to 11 o'clock the eldest son had a violin lesson. From 11 to 12 another son received a lesson on the flute. At a quarter past 12 all the brothers and sisters assembled together and studied an ear-splitting piece for voice, piano, violin, and flute.

The burglar staggered from behind the screen at a guarter to 1, and falling to his feet said, "For heaven's sake, go call the police."—Selected.

NEWS OF FORMER STUDENTS

A recent progress report on Rodney Starnes, a former student here, reveals that he is now doing his part in the nation's war effort by serving in the United States Maritime Service. At the present time he is located at Sheepshead Bay, N. Y.

Rodney entered the School, August 2, 1943 and remained here until January 31, 1944, and, so far as our records show, he got along very well after returning to his home. This lad is a little more than seventeen years of age.

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We learned a few days ago that Judge Frank Williams, who was once a student at this institution, is now in the United States Army. The report which came to us did not state how long he has been in service, nor did it give any information as to his present location.

Judge was permitted to return to his home in Duplin County, January 3, 1942. Since this is the first report received on this boy since leaving us, we presume that he has made satifactory adjustment at home.

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Carl Breece, who left the School about five years ago, called on friends here one day last week. Mr W. M. White, a member of the School's staff of workers, reports that in a conversation with Carl, he learned that he had served two years in the United States Navy, and had been granted an honorable discharge.

Carl entered the School, February 15, 1938 and remained here until August 16, 1940. He was a member of the Cottage No. 7 group and was employed in the poultry yards and on the farm. Upon admission, he was placed in the second school grade and had been in the fifth grade about five months at the time of being conditionally released. His record while with us was very good. In looking over the files, we find that on one occasion his name appeared on the Cottage Honor Roll twenty weeks out of a possible twenty-seven.

This lad came to the School from Boone, but at the time of leaving, his parents were living in Cullowhee, and he returned to them at that place. Carl continued to make a good record at home. Upon the receipt of two very good progress reports (November 15, 1940 and February 11, 1941) and the recommendation of the superintendent of public welfare, he was given an honorable discarge from further supervision on February 17, 1941. No further word as to his activities was received until we obtained the report from Mr. White. Carl is now twenty-one years old.

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We recently received an announcement stating that a baby boy, tipping the scales at nine pounds, three and one-fourth ounces, arrived at the home of Mr. and Mrs. Clyde A. Kivett, of Statesville. The young man has been named Clyde Lee.

The proud papa of this youngster was a member of our printing class more than ten years ago. For the past two or three years he has been employed as linotype operator on the staff of the Statesville Daily Record, where he has been getting along very nicely. Just a short time ago he pur-

chased a five-room house in that city, being the first veteran of World War II, in Iredell County, to secure assistance for that purpose through the G. I. Bill of Rights.

Along with the announcement, Clyde enclosed a clipping from The Greensboro Daily News concerning James Harvard Winn, another former member of our printing class, who has been in the United States Navy for more than two years. The news item reads as follows:

"James H. Winn, son of Mrs Beatrice Winn and husband of the former Maydell Bayliff, both of Altamahaw, has recently been promoted to chief petty officer in the Navy. After serving nineteen months in the Caribbean Sea, he was sent to the Pacific area, where he is now stationed."

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The casualty list appearing in The Charlotte Observer, issue of June 21st, showed the name of Pfc. Homer C. Bowen, a former student here, as having been wounded in the Pacific area.

Homer entered the School, August 2, 1933 and remained here until July 28, 1934, when he was conditionally released to return to his home in Rosman, N. C. During his stay at the institution, he was a member of the group at Cottage No. 9 and worked on the barn force. His record here was very good.

Progress reports received on this boy after leaving us stated that he was making a very good record at home, despite rather serious handicaps. It was said that he was a good worker, and that the members of the entire family were honest folks, attending church services regularly and otherwise living as good citizens. All of whichs proves definitely that good can come out of a home where honesty is practiced, even though there are few financial opportunities.

Upon the recommendation of Mrs. Dora M. Patton, superintendent of public welfare, Brevard, N. C., Homer was issued an honorable discharge from futher supervision, September 20, 1937. This young man was twenty-eight years old on April 24, 1945.

While we have heard nothing of the extent of Homer's injuries, his many friends here at the School are hopeful that he may soon recover, and either return to his outfit or come back home.

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William Lee Young, who was a student at the Training School more than twenty-five years ago, called on us one day last week. He had been spending his vacation with relatives and friends in Lexington.

Lee entered the School, March 3, 1915 and was permitted to return to his home in Lexington, January 14, 1919, where he attended the public schools for a time. He also spent some time at Lenoir-Rhyne College.

For more than twenty years Lee has been living in Camden, New Jersey and has been empoyed in Philadelphia, Penna. During a great deal of this time he was employed as meat-cutter in one of the large A. & P. stores in that city, but for serveral years he has been manager of a large super- market there.

Lee was married in 1926, and has one son, sixteen years of age. About this time of year, Lee usually gets his vacation, most of which he spends in Lexington. He rarely comes down to North Carolina without visiting friends among the "old-timers" on the

School's stac of workers. He has always been most enthusiastic in his praise of the work this institition is doing for boys, and never fails to express his gratitude for the benefits he received from his stay here. He will be forty-four years old on August 2nd.

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William Peninger, formerly of Cottages Nos. 5 and 2, stopped at the School for a few minutes last Sunday afternoon. Bill had just completed basic training for service in the United States Navy at the Naval Training Station, Great Lakes, Illinois. He stated that he was spending some time with relatives in Charlotte, but did not know at the time where he would be assigned to duty at the expiration of his leave.

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James Singleton, a former student, called on us last Sunday afternoon. He was admitted to the School, February 16, 1932 and remained here until January 28, 1936, at which time he was conditionally released to return to his home in Marion. During his stay with us he was in Cottage No. 14, and was employed on the farm with the general outdoor work lines. Upon admission, he was placed in the first school grade and was in the fifth grade at the time of leaving. He made a very good record while at the School. Three progress reports—all good—were received after James went back home, which would indicate a continuance of his good record. Accompanying the last report from the welfare department was the recommendation that he be granted an honorable discharge from further parole supervision. The discharge was issued June 7, 1939.

When James approached us last Sunday afternoon, attired in a United States Navy uniform, we noted with pleasure the fine appearance he made, and it was especially gratifying to see that the stripes upon his sleeve showed that he had attained the rating of First Class Petty Officer. This young man, who is now twenty-two years old, informed us that upon returning to his home in Marion, he entered the public school there and completed the ninth grade work.

James told us that he enlisted in the Navy, June 10, 1939, taking his "boot" training at Norfolk, Virginia, and has been in continuous service since that time. He was wearing the following ribbons on his jacket: Pre-Pearl Harbor; Invasion of North Africa (one major engagement); Good Conduct Badge (four years): European Theatre of Operations; Pacific Service (2 silver stars and 1 bronze star, denoting 11 engagements); Battle of the Philippines and Liberation of the Philippines.

In his present duties aboard a destroyer, as first-class petty officer, James stated that his work was that of water-tender, below decks in the engine room. He said that he had found the work very interesting, and had visited many historic places in all parts of the world when not in actual combat.

James informed us that he had been married a little mare than three years.

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William B. Peeden, formerly of Cottage No. 10, spent the greater part of last Tuesday and Wednesday at the School. Bill entered this institution, May 15, 1934 and was conditionally released, February 16, 1940. He was

placed in the second school grade upon admission and at the time of leaving, he had been in the sixth grade several months. His work experiences while with us consisted of employment on the general work line, on the barn force and for about five months prior to leaving, he worked in the bakery.

After returning to his home in Wilson, he got along very well, and upon the recommendation of the superintendent of public welfare, he was issued an honorable discharge from futher supervision, July 27, 1942.

When he first went back to Wilson, Bill told us that he worked on a delivery truck for an ice company for about one year. He then secured employment with the Norfolk & Southern Railway in the maintenance department, and for about one year he spent most of the time in bridge construction work. In June, 1944, he went to wark as locomotive fireman, and is still working in that capacity. His regular run is from Raleigh, N. C. to Washington, N. C. on freight trains. He stated that he had made considerable over-time during the past year, hauling materials and supplies for our armed forces, adding that he made a little more than 1,100 miles last week.

Judging from appearances, it would seem that our old friend, Bill, has not been handicapped by any food shortage, since he tips the scales at 185 pounds, which is not so bad for a young fellow of twenty-one years. We are glad to know that he has been getting along so well since leaving us.

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Superintendent Hawfield recently received a letter from Mrs. W. T. Carpenter, superintendent of public Welin Caldwell County, concerning the very fine record made by Cecil Caldwell, a former student at the School, since returning to his home in Lenoir. It is most gratifying to receive such good reports on the activities of our boys after leaving the institution, and we are grateful for Mrs. Carpenter's kindness in writing about Cecil. Her letter, dated June 25th, reads as follows:

"Dear Mr. Hawfield: Since school closed this June, we had occasion to see the report card of Cecil Caldwell. He had no grade below A. He was not doing that kind of work before he came to you, even though he may have had the ability to do so. This is only one instance of the good training you have given the boys and we greatly appreciate it. Sincerely yours, Inah K. Carpenter."

———:———

If you're like me and I'm like you,
Then we're not one, we're really two.
It's not a riddle I'm trying to hide,
The man we are and the man inside
If we are two and still are one
The man inside is Satan's son.
The man we are wants to do what's right,
The man inside wants to rob and fight.
The man we are is the one we claim,
The man inside is the one we blame.

COTTAGE HONOR ROLL

Week Ending June 24, 1945

RECEIVING COTTAGE

Ralph Cranford
Samuel Dill
Harry Matthews
Rodney Mintz
James Perkins
James Teague

COTTAGE No. 1

George Cox
Horace Collins
Worth Craven
Franklin Robinson
Jesse Black

COTTAGE No. 2

John Allen
Harvey Arnett
Louie Ashe
Charles Byrd
Walter Byrd
Haney Cothrin
Rufus Driggers
Robert Furr
Bruce Honeycutt
Gerald Johnson
Chester Lee
Howard Manus
Barney Mills
Harold McKinney
John McLean
Stanford McLean
James McMahan
James Norton
William Phillips
Hayes Powell
Van Robinson
James Snead
Kermit Wright

COTTAGE No. 3

Charles Allen
James Arrowood
Joseph Case
Herschell Duckworth
Talmage Duncan
Charles Earp
Lindsey Elder
Earl Green
Robert Helms
Jack Hensley
Samuel Lynn
Jack Oliver
Donald Redwine
Clifton Rhodes
Kenneth Staley
Thomas Staley
Clyde Wright

COTTAGE No. 4

J. C. Alley
Leonard Bradley
Sterling Farrow
Eugene Hudgins
Roy Miller
W. C. McManus
James Parker
Leroy Pate
Garnett Quessinberry
Paul Stone
James Smith
Edward Van Hoy
Leslie Winner
Eugene Watts

COTTAGE No. 5

Charles Gibson
James Hill
Earl Hoyle
Harrison Minor
George Marr
Robert Wilkins
Clyde Ward
William Wall

COTTAGE No. 6

J. C. Cayton
Richard Davidson
Keith Furch
Fred Ganey
Earl Gilmore
William Hawkins
Clyde Hoffman
Robert Mason
Nolan Morrison
Jerry Oaks
Leroy Wilkins

COTTAGE No. 7

Robert Bradbury
John Hill
Ned Metcalf
Edward McCall
Jerry Peavy
Jack Phillips

COTTAGE No. 8
(Cottage Closed)

COTTAGE No. 9
Kenneth Dillard
Ray Edwards
Liston Grice
Richard Johnson
Charles McClenney
William Poteat
Edward Renfro
Thomas Wansley

COTTAGE No. 10
Roger Barnes
Ernest Bullard
Raymond Byrd
Thomas Cottrell
Forrest Cowan
Donald Fagg
Jack Gleason
Robert Hamm
Howard Jones
William Lane
J. C. Michael
W. C. Mills
William Mitchell
Carlton Morrison
Jesse Parker
Ray Taylor
Thomas Ware

COTTAGE No. 11
(No Honor Roll)

COTTAGE No. 12
(Cottage Closed)

COTTAGE No. 13
Earl Allen
William Andrews
Ervin Ewing
Eugene Frazier
Raymond Fillyaw
Garmon Hubbard

COTTAGE No. 14
Charles Blakemore
Everett Bowden
Hugh Cornwell
William Ferguson
Howard Hall
Howard Holder
William Lanchell
Lawrence LittleJohn
Landon McKenzie
James Milloway
Lawrence Owen
William Rogers
John Roberts
James Shook
Thomas Stallings
Thomas Styles
Grover Shuler

COTTAGE No. 15
Houston Berry
Jack Benfield
William Correll
Alvin Fox
Manus Hefner
R. V. Hutchinson
James Knight
Harvey Leonard
Gordon McHan
Robert Rivenbark
Alvin Stewart
Charles Stephenson
Dewey Smith
Coy Wilcox

INDIAN COTTAGE
Ray Covington
Donald Hunt
Morrison Jacobs

INFIRMARY
(No Honor Roll)

———:———

The price of freedom is the risk of choosing the wrong course.
—Donald G. Miller, D. D.

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THE UPLIFT

VOL. XXXIII CONCORD, N. C., JULY 7, 1945 No. 27

HOW OLD ARE YOU?

Age is a quality of the mind.
If you have left your dreams behind,
If hope is cold,
If you no longer look ahead,
If your ambitions' fires are dead—
Then you are old.

But if from life you take the best,
And if in life you keep the jest,
If love you hold;
No matter how the years go by,
No matter how the birthdays fly—
You are not old.

—H. S. Fritsch.

Published Weekly By
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The Uplift

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

THE RIGHT ROAD

Whenever I stop to realize as I walk along a road
With a heavy burden on my heart, life's troubles as my load,
That warning signs now posted to guide me on my way
Will have a deeper meaning, when I can smile and say,
"I m on the right road at last!"

Why does it often take long years before we heed advice
Of worthy friend, or mother, when things do not seem right,
They're pointing out the road to tread, the straight and narrow way,
And we realize after heartbreak, there's truth in what they say,
And walk the right road at last!

The wrong road is discouraging until we heed that friend
Who understands the way we feel, and sticks by to the end.
A destination worth the effort, to greet at close of day,
A consolation to those who care, and who with pride can say,
"He's found the right road at last!"

—Ernest Lindell.

OUR ANNUAL DENTAL CLINIC NOW ON

The dental clinic for the boys at the Jackson Training School, under the direction of Dr. D. W. Dudley, was started on Monday, July 2nd. This will extend over a period of about five or six weeks or until all the boys here have received the dental treatment that is needed for them.

The dental clinic is a part of the general health program of the school. It is found that there are not many boys who do not need

some type of dental care. The different treatments given during the clinic consist of cleaning, extracting, filling and partial plates. We hope during the next few weeks to take care of every dental problem and give the boys a break toward pleasing personalities and good health.

Dr. Dudley has been at the school one other time before for a brief period. He represents the Division of Oral Hygiene of the State Board of Health. Here at the school we were particularly delighted with the excellent work he did before. He utilized his time well and saw as many of the boys as he could in order to give the treatment that was needed at the time.

* * * * * * * *

LIVING IN THE HEIGHTS INTELLECTUALLY

The poet, John Oxenham, has written as follows:

To every man there openeth
A way, and ways, and a way,
And the high soul climbs the high way,
And the low soul gropes the low;
And in between, on the misty flats,
The rest drift to and fro.
But to every man there openeth
A high way and a low,
And every man decideth
The way his soul shall go.

The Psalmist has said, "I will lift up mine eyes unto the hills, from whence cometh my help."

The immortal Shakespeare, in his "Julius Caesar," wrote the following lines:

There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and miseries.
On such a full sea are we now afloat;
And we must take the current when it serves,
Or lose our ventures.

These quotations represent some of the numerous illustrations of

those moments in the lives of great men when they have expressed in words some of their finest sentiments. They are the thoughts and words of scholarly men flushed in a passion of idealism when their minds brushed aside the prison bars and flowed out in eloquent and convincing language. These are the sentiments conceived in Divine inspiration, flowing from the Throne of God into the hearts of men.

The following are typical of the wisdom of those who have lived in the heights:

> "The greatest of faults, I should say, is to be conscious of none."—Carlyle.

> "The darkest day in any man's life is when he sits down to plan how to get money without earning it."

> "Ambition is a virtue until it fails to include the welfare of our fellowmen, then it becomes selfishness."

> "The worst danger that besets the younger generation is the example set by the older generation."

> "What you keep to yourself you lose. What you give away you keep forever."—Muntha.

> "Some philosophers define conscience as the point where God touches the soul."

For those who understand the mysteries of life there is in reality no mystery as to why these great men have been able to proclaim such profound wisdom. They, out of the richness of their holiness and out of the abundance of their wisdom, have been able to thrill and inspire others because they possessed a rich background of high living. Some may be startled and amazed at the profound wisdom and understanding of some of the great master teachers and leaders of the ages, but, after all, it is simple when it is realized that they have been in contact with the Source of Infinite Wisdom, represented in the dynamic Personality of God Himself. Generally speaking, great philosophers, learned scholars, and gifted writers have reached their great moments of superior thinking because they have lived in the heights. They have lived in the heights through the months and years and decades. They have not attained notable positions of leadership in mere brief moments of time, but they have

scaled the ladder of success and they have delved into the mystic truths of life itself until they can speak with the authority and conviction of the man who knows. They represent those who have been willing to pay the price for the glory of achievement.

The great tragedy of the world is that so many people are unwilling to make the effort to live in the heights, to think and plan great things. They have had too much of the feeling that creative thinking on a high plane is too exhaustive and too expensive.

Another tragedy is that we now, as in other ages, live at a time when the world is so tremendously sophisticated. It is quite unfortunate that such a large proportion of the people of the world are satisfied with their present levels of living. Especially is this quite true in the intellectual and spiritual realms of living. The processes of mental growth are terribly painful, and we now, for the first time in all the history of the world, witness an event in which we have been able to devise a peace charter to guarantee the peace of the world. It has required centuries of sacrificing and suffering to bring the world to the point where it has been possible to formulate such a document. Potentially, it is the Magna Charta of all times, but whether or not it succeeds in the years ahead will depend on with how much wisdom we shall be able to use it.

The following lines, penned by an unknown author, are very appropriate to the thoughts of living in the heights:

"See there! God's signpost, standing at the ways
Which every man of his free will must go—
Up the steep hill, or down the winding ways,
One or the other, every man must go.

"He forces no man, each must choose his way,
And as he chooses so the end will be;
One went in front to point the Perfect Way,
Who follows fears not where the end will be."

LOCAL HAPPENINGS

Reported by Boys of the School Department

New Art Materials

By Thomas Stallings, 8th Grade

In order to bring the school more up to date, some seventy odd works of art have been obtained. One day last week, Superintendent Hawfield brought the paintings down to the school department. Each school room will receive ten of these paintings. After the Fourth of July, when all of the boys have been placed in their grade rooms for our next term of school, they will take up the topic, "How to Appreciate Art." It may take several weeks to have a full discussion on one painting. Some of the discussions wil be: "How to Look at Paintings," "What the the Painter Tries to Do" and "Color." Some of these paintings are listed below: "Interior of a Dutch House," by Pieter De Hooch; "Adoration of the Kings," by Albrecht Durer; "Portrait of My Mother," by James McNeill Whistler; and a host of others. The boys appreciate these paintings very much.

Friday Morning Chapel Program

By Thomas Stallings, 8th Grade

To begin the program, all of the boys stood and sang "America," and remained standing to salute the flag. Then we had responsive reading. We then sang "There are Many Flags in Many Lands." Mr. Hines then read two stories, "The Endless Tale" and "The Six Blind Men." Earl Green led in prayer. The program was closed by singing "The Star-Spangled Banner."

Friday Afternoon Assembly

By William Poteat, 8th Grade

On Friday afternoon of last week, all of the boys of the school section assembled in the auditorium for the usual program. The ninth grade boys were seated on the stage. There are about twenty of these new ninth grade students.

Mr. Hines, who will be our ninth grade teacher, introduced the group to the remaining part of the student body. Each of these boys was asked to quote one favorite verse from the Bible. After this, the group repeated the Lord's Prayer, while the boys in the audience bowed their heads as we prayed.

Mrs. Hawfield then read a story entitled "The Wise Men of Gotham." This was a very delightful story read in a most interesting manner.

To close the exercises, the entire group sang two songs, led by Mrs. Morrison. These songs were "There are Many Flags in Many Lands" and "The Star-Spangled Banner."

My Scrap Book

By Robert Duncan, 2nd Grade

Recently, during our work period, I have made a scrap book for a project in my Cub Scout work. The pictures which I collected were about the war. They consist of nurses, soldiers, sailors, marines, battles and other things. One was about a marine who was shot just as he landed on a beach, and he said before he died, "Listen to me, before I die!" Another

is a picture of a group of marines raising the United States flag on Mt. Suribachi, Iwo Jima. I also have the pictures of the highest ranking men in our armed forces. I am doing nicely in my Cub Scout work and hope the other boys get along fine in this work, too.

More Boys Are Released

By Thomas Stallings, 8th Grade

During the past week, several more boys have been permitted to return to their homes. These boys are as follows: Raymond Fillyaw, Fayetteville; James Ray, Gastonia; Preston Lockamy, Wilmington; William Walker, Durham; and Randolph Ammons, Lumberton. We hope these boys will continue to make as good records at home as they did here.

A Surprise

By Thomas Stallings, 8th Grade

On Tuesday morning of last week, the boys of the morning school section had a very pleasant surprise. They all went into the auditorium to hear the first radio broadcast sponsored by the Jackson Training School. This series of radio programs will help to prove to the public that the Training School is not a criminal institution but is an institution to re-shape and re-model the problems boy's life. Many boys come to the School with a very bad opinion of it, but usually in a very short time they are feeling very much at home and are enjoying themselves. The boys would like to take this opportunity to thank Mr. Hawfield for making it possible for them to hear the program.

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of July 8, 1945

July 9—James McMahan, Cottage No. 2, 12th birthday.
July 9—Eugene Watts, Cottage No. 4, 17th birthday.
July 10—Carlos Faircloth, Cottage No. 7, 13th birthday.
July 13—R. V. Tuttle, Cottage No. 13, 16th birthday.
July 13—Jack Wilkins, Cottage No. 9, 15th birthday.

WITH THE UNITED STATES ARMED FORCES

The following list includes the names, as they have come to this office, of members of the staff, former staff members, and former students of Stonewall Jackson Training School, who are now serving as members of the armed forces of the United States. It will be seen that four employees went into the service directly from the School campus. The others listed have, in some cases, been away from the institution for quite a number of years, joining the fighting forces several years after severing their connection with the School.

In checking over the list of our old boys, we find that practically one hundred per cent voluntarily enlisted in "Uncle Sam's" service, rather than wait to be called by the selective service system. It is also interesting to note that many of these fellows had been in their country's service several years prior to the Japanese attack on Pearl Harbor, December 7, 1941.

If any of our readers know of former Training School boys who are now in any branch of service, and can furnish definite information as to their present location, please notify the editor of THE UPLIFT, P. O. Box 32, Concord, N. C. We shall appreciate your co-operation.

Staff Members

Brausa, Ralph J. (Navy)
(d) Carriker, J. L. (Army)
Liner, James H. (Army)
Patterson, James L. (Army)
Query, Sgt. James L. (Army)

Former Staff Members

(d) Adams, J. E., Jr. (Navy)
Barrier, Major George L. (Army)
Cleaver, James A. (Navy)
(d) Hollingsworth, Jesse G. (Navy)
Parker, Lt.-Col. Samuel I. (Army)
(d) Poole, William E. (Army)
Wingate, Lt. W. J. (Army Air Corps)
Webb, James H. (Navy)

Former Students

Abernethy, Paul (Navy)
Adams, Clyde (Navy)
Adams, Felix (Army)
Alexander, J. Mack (Army)
Alexander, Robert (Army)
Allen, Burl (Navy)
Allen, Julian Herschel (Navy)
Allen, Grady C. (Navy)
Allen, Wayne (Navy)
Allison, John W. (Navy)
Allred, James R. (Army Air Corps)
Almond, Arnold (Army)
Almond, Odell H. (Navy)
(d) Amos, Gerald (Navy)
Andrews, Julian (Marine Corps)
Andrews, Lewis (Marine Corps)
(‡) Anderson, Raymond (Army)
Ashley, Arthur (Army)
Ashley, Cecil (Navy)
Atkins, Howard L. (Navy)
Atkins, Richard (Army)
Atkinson, Hiram (Navy)

Atwell, Robert (Navy)
Atwood, Earl (Army)
(d) Atwood, Hollie (Army)

Bailiff, Wilson (Navy)
Bailey, Richard (Army)
Baker, John B. (Navy)
Ballew, Edward J. (Navy)
(§) Ballew, William P. (Army)
Barber, Winfred V. (Army)
Bargesser, James (Navy)
Barker, Jewell (Army Air Corps)
Barkley, Joel (Army)
(d) Barnes, Henry D. (Army)
Barnes, Norton (Army)
Barnhardt, Bert R. (Navy)
Barrett, Allen (Army)
Barrier, Carl (Marine Corps)
Barrier, William T. (Navy)
(d) Bass, Homer (Navy)
Batson, Jack (Navy)
Batten, John E. (Navy)
Bishop, Garrett W. (Army Air Corps)
Baynes, Howard (Army Air Corps)
(Previously served an enlistment period in the Army.)
Beach, Ernest L. (Army)
Beaver, Albert (Army)
Beaver, Grover (Navy)
(d) Beaver, Walter (Army)
Beck, Monte (Army)
(d) Bell, James (Navy)
(d) Bell, William C. (Navy)
Bell, William G. (Navy)
Beheler, Reid (Navy)
Benson, John (Navy)
Blackman, William (Army)
(**) Blevins, Walter W (Army)
Bolton, James C. (Army)
Bordeaux, Junior (Army)
Bowen, Homer C. (Army)
Bowman, Charles (Army)
Branch, Glatley (Army)
Branch, Horace (Army)
(*) Branch, Robert (Army)
Brantley, Elmond A. (Marine Corps)
Bray, Relons Odell (Army)
(d) Breece, Carl (Navy)
Brewer, Clifford (Army)
(*) Brewer, Ernest (Army)
Briggs, Paul (Marine Corps)
Britt, Jennings (Navy)
Broadwell, William (Navy)
(d) Brogden, Norman (Navy)
Broome, Jack (Army)
Broome, Laney B. (Coast Guard)
Broome, Paul (Marine Corps)
Broome, Shannon (Army Air Corps)
Brothers, William (Naval Air Corps)
Brown Aldene (Army)
Brown, Elbert M. (Navy)
Brown, Harold (Army)
Bryant, Elbert (Army)
(d) Bunn, Dewey (Navy)
Bunn, Homer (Army)
Burke, Ensign William H. (Navy)
Burkhead, Dermont (Navy)
Burleson, Lacy C. (Navy)
Burrow, John B. (Navy)
Butler, Femmous (Army
Butner, Roy (Marine Corps)
(d) Byers, Eugene (Navy)

Cable, Nathan (Army Air Corps)
Call, Henry C. (Army)
Campbell, Carlton (Army)
Capps, John T. (Army Air Corps)
Carrol, Joseph (Army)
Carter, Adrian L. (Navy)
Carter, Douglas (Army)
Carter, Fred (Army)
Carver, Gardner (Army)
Castleberry, Fletcher (Army)
Castleberry, Letcher T. (Army)
Causey, Floyd (Army)
(‡) Causey, James D. (Army)
Cecil, Virgil (Army)
Chapman, Charles (Army)
Chapman, Edward (Army)
Chattin, Ben (Army)
Cheek, Granville (Army)
Cherry, Herman (Army)
Cherry, William (Navy)
Christine, Joseph (Navy)
Cline, Wade (Army)
Coats, Clinton (Army)
Cobb, Frank E. (Army)
Coffer, Robert (Army)
Coggins, Mack (Navy)
Collins, Glenn L. (Army)
Connell, Harry (Army)
Connell, James (Navy)
Cook, William (Navy)
Cooke, George C. (Army)
Cooper, Lake (Army)
Cooper, Dewell J. (Navy)
Cooper, Walter (Army)
Corn, James (Army)
Corn, William (Army)
Cowan, Henry W. (Army)
Cox, Howard (Navy)
Cox, J. C. (Marine Corps)
Craft, Arthur (Army)
Crawford, Jack (Navy)
(d) Crawford, John W., Jr. (Army)
(d) Crawford, Louis (Army)
Crawford, Wiley (Army)

(*) Crisp, Albert J. (Army)
Crotts, Charles L. (Navy)
Crumpler, John (Marine Corps)
Cunningham, David C. (Army)
Cunningham, Jesse S. (Navy)

Dalton, James (Army)
Daubenmyer, Nelson (Army)
Davis, Duke (Army)
Davis, Hubert (Navy)
Davis, James (Army)
Deal, Paul (Navy)
Deese, Horace R. (Navy)
Detherage, James (Army)
Dodd, Carroll (Army)
Donaldson, Harold (Marine Corps)
Dorsett, Douglas S. (Navy)
Dorsey, W. Wilson (Army)
Downes, George (Army)
Downes, William H. (Army)
Driver, Malcom (Army Air Corps)
Drumm, Glenn (Army)
Dyson, Fred (Navy)

Eaker, Arnold Max (Army)
Earnhardt, Donald P. (Navy)
Edmondson, Arthur (Army)
Edwards, Eugene (Navy)
Elders, James R. (Marine Corps)
Elliott, John (Navy)
Elmore, A. C. (Marine Corps)
Ennis, James C. (Navy)
Ennis, Henry (Marine Corps)
Ennis, Noah (Navy)
Ennis, Samuel (Army)
Estes, William T. (Army)
Eury, James (Army Air Corps)
Evans, John H. (Army)
Evans, Mack (Army)
Everett, Carl (Army)
Everidge, Samuel (Navy)

Fagg, Julius, Jr. (Army)
Faggart, John (Marine Corps)
(Enlisted 1929. Made Warrant Officer by Act of Congress, 1941.)
Fanslar, Hubert J. (Army)
Farthing, Audie (Navy)
Faschnat, Mose (Navy)
Fausnet, Bernard L. (Army)
Ferris, Russell (Army)
Fisher, Edward (Army)
Fisher, John H. (Army)
Flannery, John (Army)
Fralix, Howard B. (Army)
(d) Freeman, Richard (Army)
French, Ian (Army)
Furches, William (Marine Corps)

Gaddy, William (Navy)
Gaddy, George (Navy)
Gaines. Robert (Navy)
Gardner, Horace T. (Army)
Gardner, John (Navy)
Gatlin, Britt C. (Army)
Gautier, Marvin (Army)
Gentry, William (Navy)
Gibson, George (Army)
Gibson, Merritt (Army)
Glasgow. Mumford (Army)
Glasgow, Norwood (Navy)
Glasgow, Ramsey (Army Air Corps)
(Served in Marine Corps, 1929-1933. Member China Expeditionary Force, '29-'32.)
Glover, Henry (Marine Corps)
Godfrey, Warren (Army)
Godwin, John T. (Navy)
Godwin, Paul D. (Army Air Corps)
Goodman, Albert (Army)
Goodman, George (Army)
(d) Gouge, Jeff (Navy)
Gray, Delma C. (Navy)
Green, Eugene (Army)
Greene, Giles E. (Army)
Greene, Noah J. (Navy)
Gregory, Charles J. (Army)
Gregory, Roy (Army)
(d) Griffin, Charles (Army)
Griffin, James H. (Marine Corps)
Griffin, William (Army)
Grimes, Lawrence E. (Army)
Grooms, J. B. (Army Air Corps)
Guffey, Lawrence (Army)

Hackler, Raymond (Army)
Hall, Brevard A. (Army)
Hall, Frank (Army)
(§) Hall, Eddie Lee (Army)
Hall, Sidney (Army)
Hames, Albert (Navy)
Hames, William R. (Army)
Hamilton, Jack (Navy)
Hamilton, Leo (Navy)
Hampton, Robert (Navy)
(*) Haney, Jack (Marine Corps)
(**) Hardin, Edward (Navy)
Hardin, Wilbur (Navy)
(d) Hare, James M. (Army)
Harper, Robert B. (Army)
Harris, Brown (Navy)
Harris, Edgar (Army)
Harris, Ralph (Navy)
Hartsell, Marshall F. (Navy)
Hawkins, Bruce (Navy)
Hawkins, William T. (Navy)
Head, Elbert (Army)
(d) Heath, Beamon (Navy)

Hefner, Charles (Army)
Hefner, Eugene (Navy)
Hensley, David (Army)
(d) Hensley, Frank C. (Army)
Hensley, J. B. (Navy)
Hendren, Isaac (Navy)
Hendrix, John (Army)
Henry, Charlton (Navy)
Hicks, Garland (Army)
Hicks, Odie (Marine Corps)
Higgins, Arthur (Army)
Hildreth, John (Army)
Hill, Doyce (Army)
(d) Hill, Urban (Army)
Hill, William (Army)
Hines, Hubert (Army)
(d) Hines, Woodrow (Army)
Hodge, David (Army)
Hodge, Dallas (Army Air Corps)
Hogan, Gilbert (Army)
Hogsed, John R. (Army)
Hoke, Bernice (Navy)
Holland, Burman (Army)
Holland, Donald (Army)
Hollars, Ralph (Army)
Holloway, Hubert (Army)
Holmes, John (Army)
Holt, Archie (Army)
Honeycutt, Richard (Navy)
Hooks, Hubert (Army)
Hornsby, Thomas H. (Navy)
Honeycutt, Nathaniel (Army)
Honeycutt, Richard (Navy)
Howard, Jack (Navy)
Howard, Marvin (Navy)
Hoyle, James C. (Army)
Hudson, Hoyette (Army Air Corps)
Hulan, Norman (Navy)
(Previously served an enlistment period in the Army.)

Ingram, John E. (Navy)
Irby, Earl (Army)
Irwin, Raymond (Army Air Corps)

(*) Jackson, Edgar (Marine Corps)
Jackson, William (Navy)
Jenkins, Fred (Navy)
Johnson, Clawson (Army)
Johnson, Coley (Navy)
Johnson, Edward (Navy)
Johnson, Hugh (Navy)
Jolly, James D. (Navy)
(d) Jones, Mark T. (Navy)
Jones, S. E. (Marine Corps)
Jordan, James E. (Army)
Journigan, Horace (Navy)

Keen, Clinton (Army)
Keenan, John G. (Army)
Keith, Monroe (Army)
Keith, Robert (Navy)
(§) Kellam, James (Navy)
Kelly, Grady (Army Air Corps)
Kelly, Jesse (Army)
King, Cleo (Army Air Corps)
King, Frank L. (Army)
King, Jesse (Navy)
King, Marvin (Navy)
King, Thomas (Army Air Corps)
Kinder, Marius (Army)
(d) Kinley, Robert L. (Marine Corps)
Kirksey, Samuel (Navy)
(d) Kivett, Clyde A. (Army)
Kivett, John (Army)
Kluttz, Harding (Army)
Knight, Thomas (Army Air Corps)
Knight, Thurman (Army)
Knight, William S. (Army)
Koontz, J. Milton (Army)
Kye, George (Army)
Kye, James (Army)

(‡) Lamar, A. C., Jr. (Army)
Land, Reuben (Army)
Land, Wilfred (Marine Corps)
Landrum, Luther H. (Army)
(d) Lane, Floyd C. (Marine Corps)
Lane, James E. (Navy)
Langford, Olin (Army)
Langley, William (Army)
Laramore, Ray (Army)
Lawrence, Robert (Marine Corps)
Leagon, Harry (Army)
Ledford, Harvey L. (Army)
Ledford, James (Marine Corps)
(*) Lemly, Jack (Army)
Lee, Valton (Army)
Lett, Frank (Army)
Lewallan, Paul R. (Army)
Link, Bruce (Navy)
Long, Joseph H. (Army)
Long, Loyce (Army)
Long, Stacey L. (Army)

Mabe, McCree (Army)
Martin, Willie H. (Army Air Corps)
Mathis, D. B. (Jack) (Marine Corps)
(*) Matthews, Douglas (Army)
Matthews, Harley P (Navy)
Maddox, Walter A. (Army)
May, Fred (Navy)
May, George O. (Army)
Mayberry, Douglas J. (Army)
(d) Medlin, Clarence N. (Army)
Medlin, Ervin J. (Army)
Medlin, Wade (Navy)

Medlin, Wilson W. (Army)
Meeks, William L. (Navy)
Merritt, Edgar (Army)
(Previously served an enlistment period in the Army.)
Merritt, Julian (Army)
Michaels, J. C. (Navy)
Miller, Latha (Navy)
Montford, James B. (Army
Montgomery, Samuel (Navy)
Mooney, Manfred (Navy)
Moose, Claude L. (Marine Corps)
Morris, Everett (Navy)
Morris, Jack (Army)
Morrow, Chas. W. (Army Air Corps)
Morrozoff, Ivan (Army Air Corps)
Morgan, William S. (Navy)
(**) Munday, Craig (Navy)
Murphy, Lemuel (Army)
Murphy, Norvelle (Navy)
Murray, Edward J. (Army)
Muse, Robert (Navy)
Myrick, Julian E. (Army)

McBride, Irvin (Army Air Corps)
McBride, J. Lee (Navy)
McCain, Edward G. (Navy)
(d) McCarter, Thomas (Navy)
McColl, Vollie O. (Navy)
McCollum, Gerald (Navy)
McCoy, Hubert (Army)
McDonald, Ralph B. (Navy)
McEntire, Forrest (Marine Corps)
McEntire, John (Navy)
McFee, Donald M. (Army Air Corps)
McGee, Norman (Army)
McHone, Arnold (Navy)
McKay, John C. (Marine Corps)
McKee, Thomas R. (Army)
(Enlisted 1937)
McNeely, Robert (Army)
(Enlisted 1933)
McNeill, Preston (Army Air Corps)
McPhail, Daniel E. (Navy)
McPherson, Arthur (Navy)
McRorie, J. W. (Navy)

(d) New, William (Army)
Newsome, Percy, (Army)
Newton, Willard M. (Army)

(‡) Odum, David (Army)
Owen, Fred, Jr. (Marine Corps)
(d) Owen, Howard (Army)
Owens, Blake C. (Army)
Owens. Leroy (Army)
Owens, Norman (Army)
Oxendine. Earl (Navy)

Padrick, William (Navy)
Page, James (Army)
Parker, Albert B. (Army)
Parker, Richard (Navy)
Pate, Hansel (Army)
Patterson, James (Navy)
Patterson, Joseph (Navy)
Patton, Richard (Navy)
Payne, Joy (Army)
Peake, Harry (Marine Corps)
Pearson, Charles R. (Navy)
Pearson, Flay (Army)
Peninger, William O. (Navy)
Pennington, Grady (Army)
Pickett, Claudius (Army)
(§) Pickerel, Clyde (Army)
Pittman, Hoyle (Navy)
(d) Pittman, Ted (Marine Corps)
Pittman, Walter (Army)
(**) Plemmons, Hubert (Army)
Poole, Thelbert G. (Tooney) (Army)
Pope, H. C. (Army)
Porter, Frank J. (Army)
Potter, Linwood (Army)
(d) Powell, Wilson (Marine Corps)
Presnell, Robert (Army)
Price, Elbert (Army)
Pyatt, Jack (Marine Corps)

Quick, James (Navy)
Quick, Robert (Army)
Quick, Simon (Navy)

Ramsey, Amos (Army)
(Previously served an enlistment period in the Army.)
Ransom, B. T. (Navy)
Rash, Burris (Army)
Reavis, James (Army)
(d) Reep, John (Navy)
Revels, Grover (Navy)
Reynolds, D. C. (Navy)
Riggs, Walter (Navy)
Rivenbark William W. (Army)
(Served in Marine Corps, 1933-1938.)
Rhodes, Paul (Army)
Robbins, John (Navy)
Rogers, Hoyt W. (Army Air Corps)
Roberts, Lonnie (Navy)
Robertson, John C. (Army)
Robinson, Perry (Army Air Corps)
Rochester, Nicholas (Navy)
Rogers, Eulice (Army)
Routh, Walter (Army Air Corps)
Russ, James P. (Army)

Sands, Thomas (Navy)
Scism, Arlee (Navy)
Seibert, Fred (Army)

Sentell, Clyde (Army)
(*) Sexton, Walter B. (Army)
Seymore, Malcom E. (Navy)
Scott, Archie (Army)
Shannon, William L. (Navy)
Shaver, George H. (Navy)
Shoffner, Carl D. (Army)
Shropshire, Hassell (Army)
Shropshire, Robert (Navy)
Sides, George D. (Navy)
Simmons, Horace K. (Navy)
Sistar, Walter B. (Army)
Sloan, Lonnie (Army)
Sluder, Wayne (Army)
Small, Clyde E. (Army)
Smith, Jesse (Navy)
Smith, Julius D. (Navy)
Smith, Oscar (Army)
Smith, Ventry (Navy)
Snider, Samuel (Navy)
Snuggs, Charles L. (Navy)
Spears, James (Navy)
Speer, Carl (Navy)
Springer, Jack (Army)
Sprinkle, Raymond (Army)
Stack, Porter (Army)
Stallings, William (Navy)
Stanley, Brown (Coast Artillery)
Stepp, James H. (Navy)
Stepp, Ralph (Army)
Stines, Loy (Navy)
Stinson, Leonard (Army)
Stinson, Lewis (Army)
Strickland, Earthie L. (Army)
Strickland, Robert W. (Army)
Stubbs, Ben (Army)
Sullivan, Richard (Army)
Sutherland, Jack (Navy)
Sutton, J. P. (Army)

Talbert, Morris (Navy)
Talbert, O. D. (Army)
Talbert, Steve (Army)
(d) Talley, Lytt G. (Army)
(x) Taylor, Daniel (Army)
Tessneer, Calvin C. (Navy)
Teeter, Robert E. (Army)
Thomas, Harold (Navy)
Thomas, Hilliard (Army)
Thomas, Richard (Army)
Threatt, Sidi (Army Air Corps)
Tipton, Kenneth (Navy)
Tobar, William (Army)
Tolley, John R. (Navy)
Troy, Robert (Army)
Tuck, Julian (Army)
Tuck, Lester (Marine Corps)
Tucker, Joseph (Army)

Turner, Lee V. (Navy)
Tyson, William E. (Navy)

Uptegrove, John W. C. (Army)

Waldrop, Ned (Army)
Walker, Frank (Navy)
Walker, Glenn (Army)
Walker, Oakley (Army)
Walker, Robert (Army)
(d) Wallace, Lester B. (Navy)
Walsh, Harold (Army)
Walters, Melvin (Army)
Ward, Eldridge (Army)
Ward, Hazen (Army)
Ward, Leo (Army Air Corps)
Ward, Robert (Army)
(Enlisted 1928)
Ware, Dewey (Army)
Ware, Torrence (Navy)
Watkins, Floyd A. (Army)
Watkins, Lee (Army)
Watson, Lieut. Lemuel (Army)
Watts, Everett (Navy)
Watts, James (Navy)
(*) Watts, John (Army)
Watts, Boyce (Army)
Weaden, Clarence (Army)
Weathers, Alexander, Jr. (Army)
Webb, Charles R. (Army)
Webster, John D. (Army)
(d) Whitaker, John H. (Navy)
(*) Whitaker, William E. (Army)
White, Marshall (Coast Artillery)
Whitener, Richard M. (Army)
Whitley, John P. (Navy)
Whitlock, Winfred (Army)
Whitten, Thomas M. (Army)
Widener, Charles (Navy)
Wiggins, Jerome (Army)
Wilcox, Glenn (Navy)
(d) Wiles, John D. (Army)
Wiles, Fred (Army)
(Enlisted 1927)
Wilhite, Claude (Army)
Wilhite, George (Army)
Wilhite, James (Army)
Wilhite, Porter (Army)
(d) Williams, Everett (Army)
Williams, Judge Frank (Army)
(d) Williams, Louis (Navy)
Williams, Samuel R. (Navy)
Williams, William R. (Navy)
Williamson, Everett (Navy)
Wilson, John C. (Army)
Wilson, Kenneth (Navy)
Wilson, Thomas (Navy)
(*) Wilson, William J. (Army)

Winn, J. Harvard	(Navy)	Yarborough, Preston	(Army)
Wood, James L.	(Army)	York, John R.	(Army)
Wood, William T.	(Navy)	(**) Young, Brooks	(Army)
Woody, Thomas E.	(Army)	Young, R. L.	(Marine Corps)
Wooten, Charles	(Navy)	Young, William F.	(Army)
(*) Wrenn, Lloyd M.	(Army)	(d) Young, William R.	(Army)
(‡) Wright, George	(Army)	Ziegler, Henry F.	(Navy)

Former Students in Merchant Marine Service

Hammond, Edward
Hill, Caleb
Hillard, Clyde
Lambert, Jay
Mason, James L.
Smith, Glenn W.
Shinn, Alwyn Y.
Starnes, Rodney
Stutts, Edward
Williams, Horace
Woodard, Arthur B.

(‡) Prisoner of war.
(§) Missing in action.
(*) Killed in action, or died from wounds received in action.
(**) Died while in service.
(x) Died while being held prisoner.
(d) Discharged from active service.

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Read and clip these paragraphs and "think on these things."

1. Success lies in service—he profits most who serves best.
2. It is better to tell the truth, for then you don't have to tax your memory.
3. Conserve your strength—don't waste it fighting sham battles.
4. Don't be afraid of assuming responsibility—the fellow who does things is the fellow who never shirks
5. The more you have to do—the more you can do.
6. Don't tell your friends or associates how capable you think they are—tell the other fellow.
7. If you want to be promoted, don't be the first to quit.
8. Use your leisure moments profitably.
9. Don't spend your time knocking—if you do, you won't hear Opportunity when she passes your door.
10. Dare to do it differently.
11. To make your dreams come true, you must be wide awake.
12. Spend ten minutes every day when you are away from your work thinking constructively about it.

COMMENCEMENT ADDRESSES TO YOUNG GRADUATES UNDER WAR-TIME CONDITIONS

(Duke Alumni Register)

The Rt. Rev. Angus Dun, D. D., Bishop of the Washington Diocese of the Episcopal Church, in his commencement sermon to the graduates of Duke University, spoke as follows:

"The events in which you are sharing today and tomorrow bring vivid reminders of the many memberships in which we have a part. These outward things represent the great orders or structures of our human existence. These familiar communities—university, family, nation, church, are the background and seed plots out of which our lives come, and likewise they are the communal forms into which our lives must enter if they are to play their part. All of these have a stake in your lives, and you have a stake in all of them, whether or not you acknowledge it.

"We think of Duke University as something here on this magnificent campus. It is true that life centers here. Duke University is an ongoing movement of lives knit together across the years and across the miles, too, by the championships of this place of learning and friendship.

"There is another membership which we might easily forget in ordinary times, much as we can forget our hearts and lungs if nothing goes wrong with them. That is our membership in these United States of America. We can take that for granted in ordinary times because it is so much in the background, so seemingly secure. But these are no ordinary times. We cannot take our nation or its government for granted. They ask much of us and they will continue to ask for much. We have membership in a commonwealth which has bound us across space to hard-pressed and defeated men on Corregidor, to the weary and victorious men on the beaches of Normandy, and across the years to Lincoln and Washington and the founding fathers.

"There is another society, another membership, we name the Church. It is not, like family or nation, an inescapable membership, for the Church in its inmost nature is the society of uncompelled faith and worship, and of unpurchased charity. We must confess that the Church and all it represents so imperfectly stands on edge rather than in the center of our contemporary life; many of you doubtless reflect that situation. But none can deny that the Church had a large share in the making of this nation and in shaping the inheritance we Americans have drawn from the old countries out of which our forefathers came. And there must be a few families represented here which have not been touched quite directly, not many generations back, by the Church in one of its forms.

"The outward and visible signs of all these memberships are here mingled together—academic gowns and hoods, some professors of this and

that, mothers and fathers, uniforms and flags, a preacher and the symbols of our Christian inheritance.

"All of these orders of life are necessary, and all need one another.

"Most of us would quickly agree that we find our most intimate and personal relationships in the family. There the foundations of character are laid; there we humans learn the art of living together, if we are ever to learn it; there failure brings the deepest tragedies; there the massive sorrows of the world come finally to rest, and there faith turns for its ultimate symbols.

"What a tremendous indebtedness we owe to the nation, the guardian of the soil in which we live and in which our lives are rooted. There is no liberty for men save liberty under the law, and we need protection from our private and group egotism. We need protection from others, and others from us.

"And now that our world has indeed become a world, we know there must be some public order in it. So inescapable is that need that if we cannot achieve order by the persuasions of good will and just dealing, massive coalitions of naked power will continue to bludgeon one another in a desperate struggle for insecure security.

"Since we are gathered at a University commencement, I suppose we would agree that the community of truth-preservers and truth-seekers is greatly needed. A nation to be safe needs, scattered all through it, centers where men and women who are freed from the immediate pressures of political interest or economic need, can seek for truth as they see it-the truth about Russia, about men, about race, about the Church; unpopular truth, dangerous truth, ugly truth, healing truth, liberating truth, We acknowledge our membership in family, university, nation, and we mean to give them our loyalty and to sow back into them the life rooted in them. But what about the Church?

"The Church is the society which has its center in God, God made known in Christ and in the fellowship of the Spirit cast into the current of the world's life by Him. It lives where it is truly alive, by its faith in God. It stands in the world and its service of God. It stands in the world to witness to the truth that above every other reality is God, and that His claims tower above the claims of family and nation and university. Let that faith and service and worship fade, and every other form of human society is threatened with malignant corruption."

Hon. R. Gregg Cherry, Governor of North Carolina, addressed the graduates of Duke University as follows:

"I wish to discuss with you briefly some of the problems of life and living, here in North Carolina, and in an era of peace," Governor Cherry told the Duke class.

"First: I hope you have decided to make North Carolina your home.

"'Altogether too many of our young people, upon graduation from college have left the state for employment in the northern states—some of our very ablest young men and women have followed this course—this is a drain on our potential leadership which we can ill afford. I can assure you there are many opportunities for advancement here—opportunities which will

challenge your courage and initiative —opportunities, which embraced, will reward you richly.

"Second: I hope you will decide to take an active interest in the affairs of Government.

"I am much concerned here. Too many of our citizens neglect to inform themselves about their Government. We are the heirs of a great heritage, an inheritance purchased by blood and bravery. It can be preserved in no less way. There have been too many signs in recent years of willingness on the part of our citizens to let the Government do the job. We have been too willing to rely on the Government rather than ourselves. We have been too eager to accept checks from Washington for acres not in cultivation. I believe the Government should assist in times of distress and disaster, but I do not feel that an able-bodied citizen can retain his self-respect and accept his daily bread from the Federal Treasury.

"Because of the 300 billion dollar debt which the Federal Government will owe at the end of the war, largely incurred in the prosecution of the war, the Federal taxes will necessarily require a considerable percentage of your earnings for years to come. Your generation will be called on to make a careful study of the tax structure on state and national levels. You cannot afford to be ignorant of the methods of taxation or the purpose for which the tax money is spent. It will be your duty to see to it that taxes are equitably imposed and wisely spent only for the necessary purposes of Government.

"Further, many of our ablest citizens shirk jury duty and refuse to be a candidate for public office. Both are vital services in a democracy. Our best trained minds should be willing to share the responsibilities of representative Government.

"Third: I hope you fight for the right of free speech and a free press.

"These twin guarantees of freedom, having their roots embedded in the fundamental law of the land, have been sturdy oaks in their resistance against the storms of violence and abuse when various alienisms sought to gain a foot-hold in this country. The restraining influence of the press has been one of the bulwarks of freedom.

"Fourth: I invite you to become interested in public education—that great lamp of freedom.

"What will the teachers in the classrooms be thinking tomorrow? Are they sympathetic with communistic concepts—do they admire the force and efficiency of totalitarian Government—do they believe in democracy? What will they teach your children? Will isolationism spread through the classrooms—fostered in most cases by alien interests? Will you be on your guard to see to it that the fundamental freedoms of democracy are presented to the growing American youths in such a way that they can fully appreciate this wonderful land of ours.

"I ask you to enlist your services and energy to fight to keep the public schools open to all. There must be no dimout or blackout of this great lamp of freedom. It must remain lit to throw light on freedom's path.

"Fifth: We are citizens of the world. Upon the sucessful conclusion of the war with Japan, the United States will be the strongest power among the nations of the world. Space has been conquered. Our ability to

fight two wars at the same time, on opposite sides of the earth, has demonstrated our power, but in like manner it has shown clearly that we can be attacked from two oceans at the same time. Thus we cannot afford to live at odds with any of the nations. Friendly relations must be maintained by every possible means. A greater degree of tolerance and understanding of the problems of other nations will be required. Our schools should stimulate the study of the customs, history, and language of the other nations.

"My idea of an education for living would envisage the day when we use our facilities for conquering disease gained in this war, to assist other nations in vanishing crippling diseases from the face of the earth. Our educational facilities and our resources of this country can play a tremendous part in promoting world peace if we will use the test tube as a weapon of diplomacy.

"Again the means of rapid transportation will make Europe and South America easily accessible. There will be wonderful opportunities for trade and commerce. At the same time this commerce must be used as a means of insuring friendship with our customers. Many other similar means and methods can be devoloped to gain and hold the friendship of the other countries. You can see that our frontiers will not be limited by the shores of the Atlantic and the Pacific. Indeed our horizons will be world-wide.

"And so, members of the graduating class, I am glad to invite you to become active citizens of a world now in trouble but soon to be at peace. A world which for a time will dedicate all its efforts and energy to the pursuits of peace, A peace that will be of short or long duration, according to the thinking of the men of your generation. If you can fix as your goal in life of service dedicated to your country and your God, all will be well. If on the other hand you should surrender your heritage of freedom to follow the strange doctrine of some foreign ism, then your education may well be for the death of yourself and those about you."

Gerald W. Johnson, famous Baltimore journalist and essayist, spoke to the graduates of Wake Forest College. His address, the subject of which was "Values Which Endure," appeared in a recent issue of "The Bibical Recorder," and reads in part as follows:

Today we are living in fearful times. Our blood and treasure are pouring out in a horrible flood. Fears for the beloved stalk us by day and by night, tears and sweat and agony are our portion, and the burden seems greater then flesh and blood can bear.

And yet at this terrible moment Wake Forest men are blithely dying for liberty. Wake Forest men by hundreds have set honor as high above ease as did ever any knight of the Table Round. Wake Forest men have flung their substance into the whirlpool as stoutly as Bedivere hurled Excalibur into the mere. We who are older stand amazed at the look of our drab world; for every gray and dusty road has become a highway down which knights ride to Camelot, every sordid street echoes the tread of heroes, every stony valley has become a pass of Roncesvaux ringing to the blast of Roland's horn, and the embodiment of valor who sounds it is only one of ours!

Let us pay his meed of honor to a

true prohet. How right you were, Dr. Poteat! The gale has reached hurricane force and the waves are mountain high. Our hearts may be water within us, but we cannot be altogether dismayed for, as you said they would, the bells of Ys are ringing as in the brave days of old.

But are they calling in vain, calling to a recalcitrant congregation that will not heed the summons?

The answer to that question, gentlemen of the graduating class, lies with your generation rather than with mine. For it cannot be answered in a moment, nor upon one occasion; the answer must come gradually, over a long period of time, a period so long, indeed, that the generation to which I belong may never know what the answer is to be. We have high hopes that the war may be won within a relatively short period, but, as Lewis Mumford remarked the other day, "The physical victory over the barbarian is no answer to the problem that the barbarian's existence has conjured up: it merely clears the way for the answer." For years, perhaps for decades, you will have to struggle with that problem of the barbarian's existence. How you can solve it I have no idea; of one thing only I am sure—you cannot solve it barbarously.

There are those who will urge that course upon you and sometimes they will speak with the tongue of all philosophy. Vansittartism, the doctrine that the salvery the Axis tried to impose on us, must be countered by a slavery that we shall impose upon the Axis, is not always crude and harsh. Sometimes it comes in such smooth and subtle guise that he is a wise man indeed who is not deceived by it.

On the other hand, the barbarian himself does not always speak with a voice of brass. Hitler is only one representative of the thing we now call Nazism, but that we formerly called Prussianism, and that has had a thousand other names for it is as old as wrong itself. There are other spokesmen, unlike the rabid dog of Munich—smooth men, soft-voiced men, persuasive men, who will discourse sweetly after the military victory of the misfortunes of poor Germany. Once before they beguiled us into letting down our guard, and as a result the barbarian is upon us again.

With what instruments you are to meet these errors I do not know, but I am quite sure that they will be instruments with which I am unfamiliar, and whose use my generation is too old to master. I was impressed recently by reading an observation of Edward S. Corwin, the distinguished professor of jurisprudence at Princeton:

"With the possible exception of the Civil War, the impact of World War II upon our institutions is the most massive force to which they have ever been subjected, and the shape which they will assume after they finally emerge from that unparalleled pressure is still to be determined."

What shape will anything be in when this war is over? Who knows? It would be utter folly, then, for me to tell you that a year hence, or two years, or five years, it will be your duty to re-establish the League of Nations. How do I know that the League is not already mashed flat? Those of you who have had experience on the farm or in the factory know that the more complicated a machine is, the less can it stand rough treatment. I think the same thing is true

to some extent of ideas and institutions; and the ideas and institutions of recent years are complicated in the extreme. We may reasonably assume then that vast numbers of them will be utterly wrecked by the very rough treatment they are now receiving.

If Professor Corwin is unable to tell which among existing institutions will survive, most certainly I cannot name them. Communism is obviously changing under the pressure of war. Parliamentarianism is changing. Doubtless democracy is changing, in ways as yet unrecognized by us. To say to you, therefore, that you must use this or that instrumentality in reorganizing the world would be folly. As a conservative I prefer to think that you will still find a capitalistic ecomony available but I do not know; I do know, however, that capitalism, if it surivives at all, is likely to be squeezed into new and what may seem to the older generation unearthly shapes.

Beware, therefore, of people who urge you to pledge yourselves to maintain at all costs this institution, or that theory. Free enterprise, economic individualism, the gold standard, protectionism on the one hand or free trade on the other—we do not know, nobody knows, whether these things will be available for use or not after the pressure of war is removed. Any or all of them may be mashed into such shape that no wise man will try to use them.

Then why, you may reasonably ask, if I can tell you nothing whatever of the future, do I assume to speak to you at all? But I can tell you something about the future. I cannot guarantee the survival of any political, or economic, or social institution. I cannot say with assurance that any theory of government will still be accepted as sound. But some things, I know, will survive unchanged. They are old things, simple things, things that the sophists ignore and the cynics deny, but things that are invaribly rediscovered at the moment when the storm is fiercest and the pressure is greatest.

Honor will suffer no change. Truth will suffer no change. Loyalty, courage and devotion will remain exactly what they were. All these things have been subjected to the heats and pressures of all the wars in the history of mankind, and they have never altered yet.

Yes, but what has all that to do with national polity? How will that help a man determine how to vote? Idealism is all very well, but it is a real world in which you will have to live, and real problems are solved only by realism.

Well, if your definition of idealism is devoted to things as they ought to be, not as they are, let me assure you that these things are not idealistic at all. Machiavelli, Talleyrand, Bismarck are usually regarded as the very archetypes or realistic politicians; but none of them uttered a political maxim half as sharply realistic as the old truism, "Whatsoever a man soweth, that shall he also reap."

Twenty-five years ago we had a national leader who declared at the end of a great war that the way to reconstruct the world solidly was to base the structure on faith in the pledged word of our friends, strict fidelity to our own word, respect for the rights of the

weak, and resistance, physical as well as moral resistance, to the unjust demands of the strong, It was an expensive program. It would certainly have cost us money and labor, and it might easily have cost us some lives. But we rejected it not on that ground, but on the ground that it was idealistic and impractical.

So we built instead upon the bases of surly suspicion, of indifference to the pledges made in our name, of in difference to the wrongs of the weak and of appeasement of the greed of the strong. That was the way we chose to save money and labor and lives . That was what we called realism. The result you see in the world about you.

Of course we did not call our policies by any such harsh names. We gave them beautiful titles—nationalism, historic Americanism, freedom from entangling alliances, the return to normalcy. Some among us are giving the same policies beautiful names today—America first, hemispherical solidarity, the preservation of our sovereignty.

That word "sovereignty" was actually invoked in protest against a guarantee by this country to surrender the policy of aggressive war. This government, they said, had in that act given away part of its sovereignty.

Yet they say that in this country sovereignty resides in the people. The government has no sovereignty except what was given it by the people in the Constitution of the United States. Aggressive warfare, that is, war without just cause, means and must mean murder, theft and arson practiced upon a gigantic scale. Do you believe that the American people ever gave their government license to practice murder, theft and arson? But if they did not, no such license is in included in its sovereignty; therefore repudiation of it cannot possibly be a yielding of sovereignty.

Just such misuses of beautiful words to conceal base purposes in "all our yesterdays have lighted fools the way to dusty death." Realism? There is no more realism in it than there is in the wildest phantasies of a fevered brain, no more validity than in the monstrous creations of delirium.

Gentlemen, I cannot foresee the details, nor even the main outlines of the policies you must support in the years that lie ahead. Those policies will all be aimed, ostensibly, at the same purpose. No man publicly speaks for war. All publicity proclaims their devotion to a just and durable peace. The task of the citizen, therefore, is one of discrimination between reality and illusion so that he may vote and speak and work for reality always.

And now I shall risk seeming inconsistent by talking for a brief time on the other side. It may seem to you that what I have said is a plea for reaction and a warning against boldly breaking new paths. I deny any such intention; but when an older man speaks to a younger one, he is very likely to make that impression without meaning to do so. It is not often that we reach the perfect adjustment described in the tale, I think by Sir James Barrie, of the old minister and the young one, good men both, but headstrong, who, after a long period of tension, conflict and painful misunderstanding, as last came to appreciate each other. So together they knelt in the church and prayed; now the old man prayed that we may

be led into all truth, and the young one, that we may hold fast to the faith as it was delivered unto the saints.

You have devoted the recent years to gaining an introduction to the world of ideas, and it would be folly indeed for you to refuse to explore that world now that you are prepared to do so. Timid age—and this is not always a matter of years, for in this respect some of us were born old—will try to hold you back, would restrict your minds to the boundaries already marked out, will denounce as arrogrant foolhardiness any effort on your part to extend the limits of knowledge.

This sort of advice you must disregard, of course. Indeed, I think for you it will fall of its own weight, for in the strange world to which you will fall heir the principle of mortmain, the Law of the Dead Hand, will be too obviously nonsensical to impress any man of sense. You will be compelled to forge ahead, since there will be little to which you can turn back.

But this is no hardship, for it is precisely in extending his control over larger and larger areas of the realm of truth that a man of intelligence really lives; and it is when he ceases to drive ahead mentally, not on his fiftieth, or seventieth, or ninetieth birthday, that a man becomes really old, which is to say he begins to die.

The greatest failure of the human race so far is in the art and scienc of government. Some one has remarked, not without justice, that no country has the best government it can devise, but each has, on the contrary, the worst that its people will tolerate. If our governments were half as good as our factories, or our farms, or our laboratories, the earth would not be drenched with human blood today.

I urge you, therefore, to take hold of this sorry mess, investigate, renovate, experiment, reconstruct. If they call you radical, or heretic, or wrecker, be not disturbed. It is your duty to make something better, which necessarily means something different, out of the institutions you inherit. Therefore it will sometimes be your duty to demolish in order that you may canstruct. The old men, that is to say the old in spirit, whatever their years, will cry out against you; but that is of no importance. Youth and especially the youth of the next ten or twenty years must be bold, which means that some will think it subversive.

It is not old institutions, old laws, old customs and traditions that I commend to your respect, but things far older, yet eternally new. Hesiod has been dead nearly three thousand years, but his admonition, "Gain not base gains; base gains are the same as losses," is not affected by time. Make gains, by all means. It is your right, it is your duty. But do not make gains that are the same as losses.

To be intellectually curious, to be attentive to the instruction of the learned, to be receptive to fresh ideas is to be intellectually alive. But it is death to accept the judgment of any man against that of the censors who have endured since the race began and who speak to a man from within. No scientific discovery has superseded honor, no new invention has rendered

justice obsolete, no modern philosophy has invalidated fidelity to a pledge and loyalty to a friend. Nor have mathematics, technology, invention and discovery all combined reduced these to private virtues. They apply to the state as relentlessly as to the man.

———:———

CORNERS

A little sunray crept its way
Into a corner, yesterday.
The little corner had been dark—
A gloomy spot, without a spark
Of light, and dust had gathered there
Because it lacked my thought and care.
The little sunray seemed to say,
"Come, clear your corner out today!"

And thus it is within the mind,
In darkened corners there we find
Dislikes and dreads and doubts and fears,
Accumulated through the years.
Till light of faith and love creep in,
Exposing corners that have been
Needing our cleansing thought and care.
Let's clear the corners everywhere!

—Harriet Chandler.

JULY IN NORTH CAROLINA HISTORY

(We the People)

July 4th is one of the famous days in American history because it is the anniversary of the Declaration of Independence North Carolinians have a special interest in that declaration because its people had instructed their delegates to the Continental Congress to vote for independence and had taken the lead in the movement looking towards the establishment of an independent nation. News at that time traveled slowly. The North Carolina leaders did not hear of the declaration until eighteen days after it was adopted in Philadelphia.

The Council of Safety, which was directing the affairs of the state after the colonial governor had fled, was holding a meeting in the town of Halifax on July 22, 1776, when a messenger brought the news of the Declaration of Independence, on July 4. Members of the Council of Safety were delighted that representatives of the colonies had taken this first bold step towards independence. In order to give time for the news to spread the Council ordered that the Declaration be read to the people on August 1, so North Carolina's celebration of the first Fourth of July happend nearly a month later.

July 4 is the anniversary of another event that is peculiarly interesting to this state, for on that date 360 years ago the English explorers Amadas and Barlow, who were sent out by Waler Raleigh to seek a place for colonization of English people in the New World, sighted the sand bars off the coast of what is now North Carolina. They had left England on April 27 and spent seven weeks on the storm-tossed Atlantic before they came within sight of land which they explored. They took back such glowing accounts to Walter Raleigh that he sent colonists to Roanoke Island in the first attempt to settle the New World with English-speaking people.

July 25, 1729, marked the end of an interesting experiment in colonial government in America, for on that date the British king paid seven of the Lords Proprietors who owned all of what is now North Carolina and other southern states for their holdings in America. One of the proprietors, Lord Granville, refused to sell his interest in the colony, and finally lost his interest, or his estate lost it, at the end of the Revolution.

On July 17, 1752, the most successful and in some respects the most satisfactory colonial governor of North Carolina died. This was Gabriel Johnston, who was governor of the colony for eighteen years. Johnston was a native of Scotland, and it was during his long administration that many of the Highlanders came to this state and peopled the Cape Fear Valley. Johnston encouraged his fellow Highlanders to come to this state following the trouble they had in their native land, when the clans were broken up and the people driven from their homes after the British defeated "Bonnie Prince Charlie" Stuart at the battle of Culloden.

Thousands of them came to America and the Cape Fear country from Fayetteville to Wilmington was the center of their colonization.

The town of Hillsboro, which has had a prominent place in the state's history, was chartered on July 9, 1770, by Governor William Tryon. This town has another July anniversary in connection with the early independence of the country. Two other July events showed the trend of the colony away from the mother country. One was a meeting of the Sons of Liberty in Wilmington on July 5, 1770, in which Chairman Cornelius Harnett was directed to write a letter to the merchants of South Carolina urging adherence to the agreement not to import British-made goods into the colony. The other is a letter of William Hill of the old town of Brunswick, writing about the failure of a shipment of tea to arrive on time. Hill told his London brokers it was just as well because he did not then want the tea because his customers were refusing to drink the taxed tea.

Four other events connected with the war for independence and the aftermath have anniversaries that fall in July. The colonial forces destroyed Fort Johnston near Wilmington on July 19, 1775. It was in this fort that the last colonial governor had taken refuge when he fled from New Bern. On July 15, 1789, North Carolina troops took part in the capture of Stony Point, New York, which helped to break the hold of the British in that part of the new nation. During the war the colonies bound themselves together into a loose confederation. On July 21, 1778, North Carolina's representative, John Penn, signed the Articles of Confederetion which bound this state to the new nation. Following the war General George Washington, on his Southern tour, visited the town of Salem and the Moravian settlement in that section of the state. On July 21, 1788, the delegates to the convention to consider the proposed constitution of the new nation turned the constitution down at the meeting held in Hillsboro. They thought the proposed constitution gave the central government too much power and did not protect the rights of the individual.

Three events connected with the War Between the States happened in July. On the first day of July 1863 General Lee reached Gettysburg to engage the enemy on its own soil in a battle that was the turning point in the war. On July 3 North Carolina Generals J. J. Pettigrew and L. A. Armistead led the famous charge in the Gettysburg battle which has been called Pickett's charge. Many North Carolina troops participated in this famous charge. It was in this phase of battle that North Carolina troops earned the right to claim for the state that it was "farthest to the front at Gettysburg." Two years later, on July 6, 1865, the war Governor, Zebulon B. Vance, who had been arrested by the Union forces, was released on parole. A little over three years later, on July 20, 1868, the state had complied with all the requirements for re-admission to the Union under the reconstruction policies, and on that date our representatives to the Congress were allowed to qualify for seats in the national Legislative body.

The Moravian records show that

on July 13, 1801, one of the several missions this group sent to christianize the Indians reached their destination in the territory peopled by the Cherokees in the western part of the state. The Brethern did much work with the Indians, for one of the reasons they settled in this country was to make possible for them to do missionary work among the Indians.

Schools and some of the churches in the first half of the seventeenth century raised money for their support by means of lotteries which were legalized and conducted under the strictest rules. One such lottery was held in Salisbury on July 10, 1834, for the benefit of the Salisbury Academy.

Two events connected with the education of the Negro happened in July. One was the resolution segregating the whites and the blacks in schools, which was introduced on July 7, 1869. This was an amendment to the constitution of 1868, and formed the basis for separate schools for the Negroes and other races in the state. On July 15, 1865, the Freedman's Bureau opened in the state. The bureaus remained in operation until 1869, distributed 1.5 million dollars, opened schools and operated hospitals for the benefit of the former slaves.

Evidence of the rapid march of progress in transportation is found in the fact that middle-aged people today remember when the first eletric street cars were startd in North Carolina, and have lived to see this form of city travel become obsolete. To Wilmington, which with a little over 20,000 people, was the largest town in North Carolina in the 1880's probably goes the honor of having the first electrically driven street car. Raleigh, Asheville, Durham, Charlotte, and other cities had street cars which were drawn by horses or mules. Winston-Salem changed the motive power of its street cars from horses to the electric current in 1890, and on July 14 of that year the first electric car traveled over the streets of that town.

An important event in the transportation system also happened on July 11, 1851, when work was started on the railroad that was to connect Raleigh and Charlotte. This became a part of what is now the Southern Railroad system, and was an important link in providing transportation for the state as a whole. North Carolina legislature put up a part of the money for this railroad. It is also interesting in connection with the railroad development in North Carolina that July is the anniversary of the birth of Alexander B. Andrews, who contributed his business genius to building and improving the railroads of this state. He was born on July 23, 1841, and became the vice president of the Southern Railroad.

On July 29, 1918, another of the business giants of the state, Richard J. Reynolds, died. The business which he started in Winston has become world-wide in scope of its sale.

A man's character is known by the way he spends his leisure moments.

LAST SUNDAY'S SERVICE

Rev. David K. Shelton, pastor of the Baptist Church, Wingate, N. C., was the guest speaker at the afternoon service at the School last Sunday. Instead of following the usual custom of preaching a sermon, he showed the boys a series of religious pictures, making appropriate comment as each picture was shown on the screen.

With the showing of the first scene, the speaker told his listeners that the subject of his illustrated lecture would be "Light-Bearers." He selected as his text Revelations 14:6—"And I saw another angel fly in the midst of heaven, having the everlasting gospel to preach unto them that dwell on the earth, and to every nation, and kindred, and tongue, and people."

At the beginning of his remarks Rev. Mr. Shelton stated that as we study history, we learn that there have been many light-bearers, bringing the light of the revelation of God's truth to mankind. This has been evident from the begining of time on down to the coming of Jesus Christ.

The series of pictures, twenty-five in number, were Old Testament scenes portraying events in the lives of some of the great prophets.

Among the scenes shown by Rev. Mr. Shelton were the following:

Elijah denouncing King Ahab.

Elijah hiding in the mountains, and the angel coming to nourish him.

The death of Elijah. God taking him up into heaven in a chariot of fire.

The death of Jezebel, the wicked queen. She was killed by an angry mob, as had been foretold by Elijah.

Josiah, a righteous king, clearing the temple of things placed there by those who worshipped pagan gods.

The people being overtaken by wild lions.

Isaiah, one of the greatest prophets in the Bible. He preached of a great God of Love.

Jeremiah, a great prophet, who spoke the truth, whether the people liked it or not. The picture showed him foretelling the downfall of Egypt.

The kingdom of Judah destroyed. The people refused to listen to God's warning and this punishment was sent upon them by God. The king watches his own son being killed.

Daniel reading the handwriting on the wall.

The fall of Babylon.

Danial in the lion's den.

Queen Esther pleading for her people.

The Hebrew people return to Jerusalem, as had been foretold by Ezekiel.

The new Temple of Jerusalm.

Malachi, the last of the great prophets of the Old Testament. He told the people of their wrongdoing, and told of the coming of the Measiah.

During a brief pause in the lecture, the entire assemblage joined in singing "Abide With Me." The words of this beloved old hymn, together with appropriate pictures, were shown on the screen as we sang.

———:———

Arrogance is the obstruction of wisdom.—Bion.

NEWS OF FORMER STUDENTS

Not so long ago, Roland L. Young, who was a student here several years ago, called on old friends on the campus. Roland had recently returned to this country after serving about twenty-six weeks in the Pacific area. He was wearing ribbons, with three stars, denoting participation in three major engagements as a member of the United States Marine Corps. Two of the engagements were Bougainville and Iwo Jima. He was slightly wounded at the latter place of action, but seems to have fully recovered.

—:—

It is with deepest regret that we report another war fatality among our former students. A news item in The Charlotte Observer stated that, "Sergeant John Watts was killed in action in Europe on January 23rd, while attacking a village in Luxembourg. He was caught by enemy shell fire and dien instantly, it is reported. He entered the Army in January, 1944, and was sent overseas in July, 1944. The following November he was wounded in France but returned to active duty in December. He was awarded the Combat Infantryman Badge."

John would have been thirty-one years old in June. He is survied by his wife and young son, John, Jr., who reside in Shelby.

This young man entered the Training School, August 11, 1924 and was permitted to return to his home, in 1926. While at the institution, he was a member of the Cottage No. 10 group.

To the relatives who survive this young man who made the supreme sacrifrice for our nation, we extend our deepest sympathy in their hour of bereavement.

—:—

We learned recently that Granville Cheek, a former student at the School, was reported as having been wounded while serving in the United States Army in the European theatre of action. The report contained nothing about the extent of his injuries, but his many friends here are hoping that they are not serious, and that he may soon be in tip-top shape.

Granville entered the School, January 16, 1937 and remained here until February 7, 1938, when he was conditionally released to return to his home in Winston-Salem. While with us he was a member of the Cottage No. 15 group and was employed in the dairy, where he made a very good record. He was placed in the fifth school grade upon admission and had advanced to the seventh grade at the time of leaving.

This lad continued to do well after returning to Winston-Salem. Progress reports coming in from time to time stated that he was making satisfactory adjustment. Upon the recommendation of the welfare department, he was given an honorable discharge from further supervision on October 6, 1938. Nothing further was heard from him until we learned some time ago that he was in the Army. Granville was twenty-three years old on December 22, 1944.

———:———

The heavens are as deep as our aspirations are high.—Thoreau.

COTTAGE HONOR ROLL

Week Ending July 1, 1945.

RECEIVING COTTAGE

Thomas Brantley
Claude Bridges
George Bridges
Ralph Cranford
Sam Dill
William Hammond
Harry Matthews
Rodney Mintz
James Perkins
Charles Reeves
James Teague

COTTAGE No. 1

Hubert Black
William Britt
Paul Church
George Cox
Horace Collins
Worth Craven
Calvin Davis
William Doss
Thomas Everhart
Ralph Gibson
Edwin Hambrick
James Hensley
Jack Lambert
John Linville
A. J. McCrew
David Prevatte
Clay Shew
Harry Thompson
Marvin Wall
Benson Wilkins
Raymond Harding
Franklin Robinson
J. C. Alley

COTTAGE No. 2

(No Honor Roll)

COTTAGE No. 3

Charles Allen
James Arrowood
Eugene Bowers
Craven Callihan
Joseph Case
Herschell Duckworth
Robert Duncan
Talmage Duncan
Charles Earp
Lindsey Elders
James Graham
Earl Green
Robert Helms
Jack Hensley
Emory King
Cecil Kinion
Robert Lee
Jack Oliver
Donald Redwine
Clifton Rhodes
Thomas Staley
Paul Wolfe
Clyde Wright

COTTAGE No. 4

Leonard Bradley
Eugene Hudgins
Hobart Keaton
William Lewis
Roy Miller
William Meadows
W. C. McManus
James Parker
Leroy Pate
Paul Stone
James Smith
Edward VanHoy
Eugene Watts

COTTAGE No. 5

(No Honor Roll)

COTTAGE No. 6

Arthur Brooks
Richard Davidson
Keith Futch
Fred Ganey
Earl Gilmore
William Hawkins
Clyde Hill
George Jones
Nolan Morrison
Charles Sellers
Leroy Wilkins
James Walters

COTTAGE No. 7

Russell Beaver
Robert Bradbury
David Brooks

William Hamilton
John Hill
William Jenkins
Ned Metcalf
Ray Naylor
Jerry Peavey
Jack Phillips
Kirk Putnam

COTTAGE No. 8
(Cottage Closed)

COTTAGE No. 9
R. C. Combs
Conrad Cox
James Eller
William Harding
Richard Johnson
Charles McClenney
Eugene Peterson
Edward Renfro
J. B. Wilson

COTTAGE No. 10
Jesse Black
Roger Barnes
J. C. Michaels
James Hensley
W. C. Mills
James Carteret
Leonard McAdams
Ray Taylor
Thomas Ware

COTTAGE No. 11
Charles Alexander
Odean Bland
Donald Bowden
Earl Brigman
Jack Gentry
David Isenhour
Lee Lockerby
Kenneth McLean
James Phillips
Alvin Porter
Leon Rose
Martin Walters

COTTAGE No. 12
(Cottage Closed)

COTTAGE No. 13
William Andrews
Garmon Hubbard
Robert Hobbs

COTTAGE No. 14
Charles Blakemore
Everett Bowden
Hugh Cornwell
William Ferguson
Howard Hall
Howard Holder
James Milloway
Jerry Smith

COTTAGE No. 15
George Brown
Houston Berry
Jack Benfield
William Correll
Jack Crump
Robert Flinchum
Jack Green
Marius Hefner
Kenneth Hankins
James Knight
Harvey Leonard
Gordon McHan
Hilton Reid
Robert Rivenbark
Alvin Stewart
Robert Sommersett
Charles Stephenson
Dewey Smith
John Green

INDIAN COTTAGE
(No Honor Roll)

INFIRMARY
(No Honor Roll)

———:———

Young people are living in an age of great opportunity, for these are perilous times. They are also good times, for only hardships can mold strong characters, and the youth of today who will overcome the difficulties will of necessity be people of superior ability and courage and intelligence.

—Oliver Hall, D. D.

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THE UPLIFT

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TODAY

I know not what tomorrow may unfold,
Or where the roads, as yet untrod, may lead;
While time and tide move onward, ever bold,
With no cessation in their daily speed.
The yesterdays I cannot readorn,
Or bygone years I never can relive,
And future happenings are yet unborn,
But Now is ever here with much to give.

I have Today—a gracious gift—ornate
With four and twenty golden hours that shine
Reflecting joyous moments that await
Beneath the skies divine. And this is mine
To use and cherish as I wend my way,
With thanks to God, for giving me Today!

—Ida Mingus Clay.

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

THE PATH WE CHOOSE

Some paths wander through shady woods,
Following winding creeks,
Seeking beauty of verdant plains
And wilds of mountain peaks.

While others creep through gloomy swamps,
Reeking with damp decay,
With never a gleam of sunshine
To light the dreary day.

And thus it is that each of us
Shall have a choice to make,
And we must plan most carefully
Which of the paths to take.

For as we travel life's long road,
Our dreams of great success
Will come to us if we but work
With faith and eagerness.

The way we play our part in life,
And why we win or lose,
Depends to quite a large extent
Upon the path we choose.

—The Monitor.

EIGHTEEN ADDITIONAL BOYS JOIN THE FIRST BAPTIST CHURCH

On Sunday, July 8th, a group of eighteen boys from the Training School were baptized and became members of the First Baptist

Church of Concord. This was the fourth group of our boys to be admitted into the membership of this fine church, and for the boys it was the outstanding experience of their lives. We are convinced that it is a fine experience for boys when they join the church and associate themselves with the Christain people of the land.

The Training School officials have tried to use caution and prudence in the approving of the boys who express a desire to join the church. An effort is made, of course, to check each boy's record thoroughly to see if his everyday conduct indicates that he is worthy of this special privilege. Most of our boys thus approved have made good, and we hope that all of these new ones will.

The baptismal services at the First Baptist Church were under the direction of Rev. E. S. Summers, the pastor. On several occasions Rev. Mr. Summers had visited the boys at the School and discussed with them the significance and the meaning of becoming a church member. We are all most grateful to him and the members of his church for their great interest in the boys.

In all, more than one hundred of our boys have joined this one church. The first group, forty boys, joined the church on June 4, 1944, and other groups joined later.

The names of those who joined last Sunday are as follows:

Bobby Joe Duncan
James Arrowood
Charles Earp
Lindsay Elder
Clifton Rhodes
Emory King
Jesse Hamlin
Bobby Woodruff
Nolan Morrison
Richard Davidson
Tommy Childress
John Hill
Robert Bradbury
Donald Bowden
Tommy Styles
Lawrence Littlejohn
Gordon McHan
Bobby Summersett

* * * * * * * *

TIMES THAT TRY MEN'S SOULS

Almost two hundred years ago Thomas Paine uttered these historic words: "These are the times that try men's souls." At the time when he spoke these words he was witnessing the bitter conflict between the American colonies and the British Empire. On the one hand there was brutal oppression by the King of England

and on the other hand there were wailings and lamentations among the pioneers in the new world. To Thomas Paine, a native of Britain, and indeed to others, it seemed as if there were a great catastrophe ahead, an impending upheaval, so great in its implications, that it would become a unique event in all of the history of the world, transcending all others in its importance.

In the events of recent years, however, when the peoples of the world have had a global war on their hands, it has become obvious to all that the conflict in the days of Thomas Paine represented a minor trouble, a mere bagatelle, in comparison with the great cataclysmic occasion of a world war, fought on land, on sea and in the air, and involving all the modern instruments of warfare, undreamed of in the days of Thomas Paine.

And yet the same impulse, and the same anxieties which caused Mr. Paine to feel that souls of men were being tested in the crucible of fate, still moves the hearts of mankind today to proclaim anew, only with greater reason, that these are the times that try men's souls beyond the testings of other ages.

In recent years the peace of the entire world was threatened by the dictators of the tripartite—Hitler, Mussolini and Hirohito. For more than a quarter of a century they had been mobilizing all of their resources of materials and manpower for the deliberate purpose of conquering the rest of the world and forcing the other nations to pay tribute to the axis powers according to their own terms and to live according to edicts and decrees of dictators.

Within a period of about two years the allied nations of the world were able to mobilize their forces to such an extent that they were able to meet the challenge of the wicked dictators, and begin to turn defeats into victories. And within less than four years, two of the major powers in the tripartite have been utterly defeated.

In recent months there have been many revelations of barbaric treatment without parallel in the annals of history. Millions of helpless victims have perished in secret deaths, as their lives have been sacrificed upon the alters of their countries. Then, too, there have been many discoveries of great caches of masterpieces of art hidden in the secret hidouts by the tainted hands of wicked and fraudulent pillagers of war. Throughout all of the bloody conflict in Europe there was among the German people a desperate dream

of a super-secret weapon capable of inflicting unlimited destruction and devastation upon the rest of the world—a dream which never quite came true.

Indeed these have been the times that try men's souls. Hitler represented the soul of the German nation; he epitomized for Germans all that is greedy and selfish and cruel. The heart of the German nation had truly been set aflame with a passion of hatred towards others, and the spirit of greed, completely engulfing the hearts of the German people, had blinded them to all decency and justice. Among them the spirit of barbarism was rampant. Their condition has been described in these words: "A powerful nation, misled by evil men, took the way of godlessness. For a brief and spectacular period it appeared that they might subdue the earth. Nation after nation toppled before their terrible might. The most monstrous injustices and incredible cruelties were heaped upon innocent people. Brigandage was dignified with the name of diplomacy, and the most sacred words known to human speech—justice, liberty, freedom, rights, humanity, a new order—were prostituted to their diabolical program."

How tragic it has been that the Germans and the Japanese were not content to live within their own borders, and without looting the goods of weaker nations. They lost sight of the fact that a man's daily work performed in an honorable vocation is the chief material from which character is built. They have been bartering away their own most precious possession—their own self-respect, which represents life's greatest fraud.

* * * * * * * *

CHINA'S HEROIC YEARS

Eight years ago this seventh of July, Japanese troops sent to China to "supress brigandage" fired hostile shots near historic Marco Polo Bridge at Peiping. Thus began for China one of the longest and most terrible ordeals ever experienced by a nation.

Militarily unprepared, politically divided, industrially inadequate, the Chinese people have fought on. For a long time they fought alone. Then they fought on isolated from most of the aid their allies wished to send them and weakened by internal strife. Now

help is getting through again in a stream that widens day by day. While Chinese leadership has not yet achieved a solid front against the invader, at least civil war has ceased. China, strengthened from within, is rising again.

The Western World has often found it hard to understand China's domestic quarrels in the face of supreme national peril. But it has never ceased to marvel at the heroism and fortitude of the Chinese people and their devotion to their homeland. That these brave people shall have the freedom and the opportunity to restore their war-torn country and to resolve their own differences in their own way remains the hope and earnest wish of China's friends and allies everywhere.—Christian Science Monitor.

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of July 15, 1945

July 15—Eugene Hudgins, Cottage No. 4, 16th birthday.
July 18—Leroy Pate, Cottage No. 4, 15th birthday.
July 18—Robert Bailey, Cottage No. 13, 15th birthday.
July 19—Eugene Bowers, Cottage No. 3, 13th birthday.
July 20—James R. Shook, Cottage No. 14, 12th birthday.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Notes of Interest

By Thomas Stallings, 8th Grade

On Tuesday before the Fourth of July, Mr. Hawfield made the announcement that we would not work or attend school on the Fourth. Baseball games were played among the cottages, and all of the boys went swimming. We also had excellent meals on that day.

We are glad to report that Mr. and Mrs. Liske have returned to the school after a vacation of about two weeks. All of the Cottage No. 10 boys were glad to see them return.

Lately the boys at the school have been receiving an abundant supply of fresh fruits and vegetables. We would like to thank the boys of the Receiving Cottage for gathering them.

The name of the moving picture show last Thursday night was "Stage Door Canteen." The boys all enjoyed this picture very much.

Two more boys have left the school during the past week. They were: Rufus Massingill and Marshall Sessoms. We wish them success in their new undertaking.

Miss Mary Davis, our third grade teacher, left the school last week to teach in another school which opens Monday. We hope she will return to our school again sometime, for she is a very good teacher.

Mr. and Mrs. W. W. Carriker went on their vacation last week. While they are away the boys of Cottage No. 7 will be in other cottages. We hope Mr. and Mrs. Carriker have a very nice time.

Recently, some of the boys from various cottages have been picking blackberries. The boys of Cottage No. 3 have had blackberry pies several times.

On Tuesday morning of last week, a group of fifth grade boys went over to Radio Station WEGO, Concord, to sing on the second program sponsored by the Stonewall Jackson Training School.

On this program, "The Orientation of New Boys," Superintendent Hawfield made a very impressive talk. The boys of the morning school section were permitted to listen to the broadcast in the school auditorium.

Making Scrap Books

By John Allen, 9th Grade

Recently Mr. Hines has been having some of the boys to work on scrap books. Some of them are on religious subjects. Others contain poems, songs, good English, etiquette and other things.

These scrap books contain articles that have been collected for quite a while. We hope that there can be quite a few things in some of these books that will help in many ways.

We have continued making the scrap books for several days, and we are collecting more articles daily.

Dentist Visits School

By Bruce Sawyer, 9th Grade

We are happy to say that Dr. Dudley has returned to the School. He has worked here once before. Since his last visit he has been working in different places in the state.

Dr. Dudley is planning to examine each boy's teeth and give each one the treatment he needs. He has finished both sections of the first grade and is now working on the second grade boys. The boys are all eager for their turn to have teeth examined.

We want to express our appreciation to Dr. Dudley and to all who made the dental clinic possibie.

Our Ninth Grade

By Charles Allen, 9th Grade

On July 2nd, we started our work in the ninth grade. We started studying about our Southern poets. The first poet we studied about was Edgar Allen Poe. We studied his life history and his writings. We liked "The Bells," "Gold Bug," "The Raven" and "Annabel Lee." We received two sets of our ninth grade books. They are "General Science for Today" and "Cooperative Citizenship."

The boys who are in the ninth grade are: John Allen, William Poteat, Leonard Bradley, Bruce Sawyer, Raymond Cloninger, Charles Blakemore, Marshall Sessoms, Harvey Squires, James Perkins, Robert Flinchum, Charles Shore, Charles McClenney, Ray Edwards, Gerald Johnson, Jack Benfield, Charles Young, Eugene Hudgins, Jack Oliver, William Hammond and Charles Allen.

We hope to have some more boys in the ninth grade by September.

New Boys

By John Allen, 9th Grade

Recently we had eight new boys to join our school department. They were as follows: Jack Williams, seventh grade; Donald Stultz, Benny Payne and Robert Jarvis, fifth grade; Thomas Greene, sixth grade; J. C. Rhodes, fourth grade; Ralph and Russell Seagle, first grade.

We are glad to have these boys, and we hope that their school work will help them.

An Enjoyable Time

By John Allen, 9th Grade

Last Thursday evening, four of the boys from the school were invited to attend a picnic given for them by Rev. Oren Moore, Jr. and Mrs. Charles Phillips, of the McKinnon Presbyterian Church, Concord.

Rev. Mr. Moore took the boys to Harris Lake, near Concord for the picnic.

After a swim, the picnic was given, and the boys enjoyed it very much. The boys who went were: John Allen, Charles Allen, Jack Oliver and Calvin Davis.

Ninth Grade Books Received

By Gerald Johnson, 9th Grade

The ninth grade boys received two of their ninth grade books on Tuesday of last week, and they were very glad to get them. The books received were "General Science," by Watkins Bedell and "Cooperative Citizenship,"

by Joseph Arnold. The boys are taking good care of the books by putting covers on them. The other books that we are to receive later are: "Good Companions," 'Mathematics Through Experience," and "Applying Good English."

Mary Visitors Thursday

By Gerald Johnson, 9th Grade

On July 4th, which was the regular visiting day, visitors were not allowed to see their boys, so they were able to come on Thursday. There were many visitors here that day. The boys in the eighth and ninth grades who had visitors were as follows: James Hensley, George Hill, Edward Renfro, Leonard Bradley, Charles Shore, Jack Benfield and Gerald Johnson.

The Study of Literature

By J. D. Perkins, 9th Grade

The ninth grade boys have been studying about some of America's Southern poets. One which we have given the most attention is Edgar Allan Poe. We have studied his life and some of his writings. The names of some of his poems we have studied are as follows: "Israfel," "Lenore," "The Haunted Palace," "The Conqueror Worm," "The Raven," "The Bells," and "Annabel Lee."

We enjoy studying these poems and others. We also like to look up the lives of the authors. Our good library helps very much in our reference work for literature.

Promotion Day

By Jack Oliver, 9th Grade

Last week, more boys than usual were promoted. About eighty boys advanced in their school work, as follows:

From the First Grade—Afternoon section, 5.

From the Second Grade—Morning section,1; afternoon section, 5.

From the Third Grade—Morning section, 3; afternoon section, 7.

From the Fourth Grade—Afternoon section, 13.

From the Fifth Grade—Morning section, 7; afternoon section, 6.

From the Sixth Grade—Morning section, 4; afternoon section, 8.

From the Seventh Grade—No boys were promoted.

From the Eighth Grade—Morning section, 10; afternoon section, 10.

We hope all these boys will be successful and advance to another grade by next promotion time.

Chapel Program, Tuesday

By William Poteat, 9th Grade

The program opened with a short devotional service. Ned Metcalf read the 20th Psalm, and the class repeated a prayer. The program, consisting of speeches, poems and group singing, was as follows:

(1) "The American's Creed," by Earl Gilmore; (2) "Independence," by Joseph Mitchell; (3) "America's Prayer," by six boys; (4) "Song to Washington," by fifth grade class; (5) 'The Liberty Bell," by Earl Green; (6) "The Liberty Bell," (a poem), by J. W. Smith; (7) "Independence Hall," by Robert Helms; (8) Three songs, "Betsy Ross," "Red, White and Blue" and "Stars and Stripes," by the fifth grade boys; (9) "Flag Riddle," by two boys; (10) "Respects to the Flag," by two boys; (11) "Pledge to the Flag,"

by the entire assemblage; (12) Closing song, "The Star-Spangled Banner."

Following this delightful program, Superintendent Hawfield made a few remarks to the student body. We were happy that Rev. L. A. Watts, chaplain at Central Prison, Raleigh, was present. He made a short talk which was very helpful.

Eighth Grade History Work

By Thomas Stallings, 8th Grade

The eighth grade is now taking up North Crolina history. As a review of United States history, we are required to write themes on the following men: Columbus, Balboa, Magellan, Ponce de Leon, De Soto, Cortez, Pizarro and Coronado. The boys are expected to have a theme on each of these in a reasonable length of time. They are using the reference books for this work. They began this history work on Friday of last week.

Our Weiner Roast

By Kenneth Staley, 8th Grade

On July 6th, the boys of Cottage No. 3, along with Mr. Hawfield and Mr. Hines, went on a weiner roast. We hiked to the pasture and built a fire, and then we played some games. Some of the boys went down to the branch and played. We played "Blackthorn" and "Red Rover." After that we began roasting the weiners. We all had a swell time and lots of fun. Mr. Hines, our cottage officer, and Mr. Hawfield helped serve the food. We had weiners, rolls, peaches, ice cream and candy. We had a visitor from another cottage, too. We are all very thankful for the good time we had. We were glad that Mr. Hawfield accepted our invitation and went with us. We take this opportunity to thank Mr. Hines for giving such a good time for us boys.

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PERSEVERANCE CONQUERS ALL

Genius, that power which dazzles mortal eyes,
Is oft but perseverance in disguise.
Continuous effort of itself implies,
In spite of countless falls, the power to rise.
'Twixt failure and sucess the point's so fine
Men sometimes know not when they touch the line.
But oh! how true, when shades of doubt dismay,
'Tis often darkest just before the day.
There is no failure, save from within ;
Unless you're beaten there, you're bound to win.
A little more persistence, courage, vim—
Success will dawn o'er failure's cloudy rim.
Take thou this honey for the bitter cup—
There is no failure, save in giving up.

—Henry W. Austin.

THEOLOGY OF THE HEART

(Baptist Times)

Lecky, the historain and philosopher has a sentence which must bring comfort to those who find the intellectualism of so much Christian argument arid and unattractive: "The heart makes the best theologian." Phrases like this, he said, best express the ifrst action of Christianity upon the word; and certainly this reference to "heart" will appeal to those who are tired of argument, longing for the warm glow of simple assurance.

"The heart makes the best theologian." this is an attractive idea; but is it true? It is, if "heart" be taken in its Scripture sense. Both in the Hebrew and the Christian Scriptures "hart" has the deepest and fullest personal meaning. It connotes, over and over again in both Testaments, the total man. "O Lord, prayed David, "give unto Solomon my son a perfect heart to keep thy commandments." In the Old Testament the "heart" can rejoice, show courage, reflect, pay attention, make decision —and even show technical skill; so richly personal is the term as the Hebrews used it.

This tradition is carried on in the New Testament. "There were certain of the Scribes sitting there," says Mark, "and reasoning in their hearts." In the same Gospel occur those importan t words of Jesus: "That which cometh out of man, that de fileth the man. For within, out of the heart, proceed evil thoughts." Clearly if we take "heart" to connote the inner man, mind, will, as the Hebrews did, it is undeniable that "the heart makes the best theologian."

But Lecky did not use the word in that sense; nor do we, except figuratively. For us the word has emotional associations. It relates to feeling, not to thought. We oppose it to mere calculating reason. It is at the other end of the street from logic. So what Lecky said is tantamount to saying that it is not the student poring over his books, nor the ragmmerian busy analysing sentences, nor the logician carefully marshalling his argument from premiss to conclusion, nor the scholar focussing all the light of research upon the problems of God and man, who discovers the Aladdin's Cave of theology; but the glowing heart which can feel deeply, be moved strongly, be drawn out into spontaneous emotional expression. In other orwds, you are likely to get to the heart of tehology in an anthem as in an argument.

There is of course, a flaw in all this. Such a view puts a premium on emotion and discounts hard thinking. It is wrong to do this. The Gospel says it is wrong. Was not the first recorded word of Jesus in the Gospel an appeal for thinking? Is not that the implication of "repent" in the Gospel? In our world, where the Christian faith has to battle for its life against rival theories, we only discount clear and hard thinking today, not less; and clearer, relentless thinking that does not hesitate to pursue truth to its inevitable conclusions. This is also a serious need within our churches, for the ignorance of what the Christian faith really means in relation to present-day affairs is-

startling. No; we may never disparge the mind in matters of the faith. Not for nothing did the Christian writers of the first century, following their Divine Master, so often refer to their message interms of light.

Nevertheless, there is something to be said for Lecky's sentence. There is a statement roughly parallel to it in the writings of Blaise Pascel. On the one hand, Pascel threw into bold relief the supremacy of human intelligence in the animal creation when he declared "Man is only a reed, the weakest thing in nature; but he is a thinking reed." On the other hand, Pascel was too wise to ignore other elements in man's response to life and its problems; for he also wrote "The heart has its reasons whic reason knows nothing of." There is, in fact, a religious experience which knows more of hymns than of syllogisms, more of rapture than of reflection, more of inward joy than outer demonstration.

Let us be careful not to underrate that form of Christian experience. Let us not think that because a man cannot shine in argument or give cogent intellectual reasons for the faith in which he believes, he has not therefore got down to the root of the matter. There are millions in the Christian fellowship throughout the earth for whom the characteristic expression of their religion is a joyful song and a simple deed of loving service. They have no skill in Hebrew or Greek. The mysteries of literary and historical criticism have little meaning for them, for they have been trained in neither. Yet it is so often the case that these are the salt of the earth, sure of their Lord without being able to write down the reasons, glowing with a radiance that is not always found among the religious intelligentsia. The convictions they have are intuitive rather than reasoned. They cannot tell you why or how; they only know in Whom they have belived, and are persuaded. Others who are privileged to walk in academic groves will talk of their Christian experience in terms of light. But, these have caught in their humbler way the meaning of love.

That is what the Gospel means to them. It is the best term they have to describe it. They cannot argue; but they can sing

Love so amazing, so divine
Demnds my soul, my life, my all.

If they are to have any theology at all it must be the theology of the heart; the warm, glowing response of simple needy men to a wonderful Savior.

When all is said, this is the point to which the cleverest of us must finally come. Who among us can claim to have solved the great mysteries-of God in his nature, of the Son of God who took upon Him the form of a servant, being made in the likeness of men, of the Divine power which comes upon us like the wind, of the green hill outside the city wall, of the New Jerusalem opening up in mystic grandeur before our wondering eyes? Who indeed? In the presence of the great transactions of the Christian faith we all must stand tongue-tied, having no formulae to match such holy matters. All we can do is let our hearts speak and to cry

I lift my heart to Thee,
Saviour Divine
For Thou art all to me
And I am Thine.

THE WAY TO SELF-RESPECT

(The Alabama Baptist)

There are those who constantly get themselves into a peck of trouble and then they wonder why. The way out is to beginto do those things that will bring back their own approval. One can never approve himself unless he does those things he knows he should do. The way out is to regain his self-respect.

Self-respect, therefore, goes back to the doing of things which are right, he respects himself. When he does things he knows are wrong, he despises himself. When one asks another what he gains by being good, the other can always answer that he gains his own self-respect.

This means happiness. In fact without a feeling of self-approval, any other pleasures rest on a basis of concealed, wretchedness. Many people are gloomy,restless, pessimistic, profoundly miserable, and do not know why. It is because they do not respect themselves.

To do right is the path to self-respect. In every moment of one's life, he is called upon to dicide whether to do this or that. Life is a continuous choosing. If one makes it anvariable rule to choose to do that which he feels he should do, he will be guided into the way of peace.

To do right is not the only path of self-respect but also the path to happiness. If one will only stop to think he will see that this not "just preaching." It is plan psychological truth. There is no way for one to become comfortable with any body anywhere until he is comfortable with himself.

Suppose, therefore, one pauses amidst his soul-writhings and mental torments and tangled beliefs and distressing unbeliefs and dark woods and the general stew he is in-let him pause in the midst of the general mess he is in. Then let him begin immediately to do what he knows he should do-behave rightly toward himself and everybody else. He will gain self-respect and the two jewels that go along with it- peace and poise.

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Life gains in complexity daily. Greater demand for trained minds develops steadily. The young citizen of tomorrow will need, more than ever, all possible knowledge, training, and self-discipline if he is to succeed in earning his rightful place in the world. The young man or woman who fails to take full advantage of every chance to educate himself fully now will always regret that failure in later years.

—Governor Andrew F. Schoeppal of Kansas.

THE EXULTATION OF PRUDENCE

(The Alabama Baptist)

It is certain that prudence is an oft-neglected virture. Some people are so constituted that they have to be saying or doing something-and often they do and say things they should not do and say. On the other hand, some people are over prudent (and this sometimes applies to preachers). Some may be so prudent or cautious that they never get done anything that's significant or worth while. Some even connect prudence with the prosaic and cautious. They are the fellows who never leap before they look. Not so Isaisah: "Behold, my servant shall deal prudently, he shall be exalted and extolled, and be very high."

The actual meaning in the derivation of the word "prudence"is "forseeing." The spiritual import of the word is set forth in these words from Proverbs: "Thewisdom of the prudent is to understand his way." Such prudent looks before he leaps but it does finally leap. When this is the case, then one has prudence and energy conjoined. And that type of Christianworker, whether in or outside the pulpit, is rather hard to beat. for with prudence and energy conjoined, how great can be the achievement,how few the steps to be retraced, the mistakes of word or deed to be regretted, the breaches to be repaired.

It is certainly a fine combination when one is prudent and yet perceives himself to be the alert servant of God. It is such a servant that avoids idle curiosity and foolish behavior on the one hand and the indulgence of idle talk on the other. By such means do men in the pulpit or in the pew deal prudently and accomplish that which is worthy of exaltation. It is they who are lifted up by the Lord and who lift up others with whom they come in contact.

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A smooth sea never made a skillful mariner, neither do uninterrupted prosperity and success qualify for usefulness and happiness. The storms of adversity, like those of the ocean, rouse the faculties, and excite the invention, prudence, skill and fortitude of the voyager. The martyrs of ancient times, in bracing their minds to outward calamities, acquired a loftiness of purpose and a moral heroism worth a lifetime of softness and security.—Sunshine Magazine.

THE DEBT TO WOODROW WILSON

(Selected)

While the charter is a far advance from the League of Nations, the debt Woodrow Wilson as pioneer of the idea should never be forgotten. He was groping in the dark while the men preparing the charter were working in the light afforded by twenty-four years of suffering and experience. Yet his primary conceptions were sound. He knew that peace depended upon the will for peace among the great powers, so the charter followed him in creating a council of the large nations upon which the establishment and maintenance of peace exists, and an assembly of the smaller nations in which each could give the voice of influence. But Mr. Wilson too much diffused a veto power among these small nations. The old league required approval of all members **before action** could taken against an aggressor. It was like a corporation in which each stockholder, big and small, had the power to veto action by the board of directors. The United Nations concentrates power in the board of directors—the Security Council. The Big Five are the chief stockholders, obliged to make the largest contributions to the maintenance of peace. Members of the old league had no special armed units ready for stopping aggression. Members of the new are obliged to keep "a quota of forces readily available" for this purpose.

The old league lacked such an organization as the Economic and Social Council provded for under the new charter. Soce delegates expect this Council to play as great a part as the Security Council in maintaining peace, since it has the power to deal with issues which in the past have been signposts along the road to war.

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HAPPINESS

The idea has been transmitted from generation to generation that happiness is one large and beautiful stone, a single gem so rare that all search after it is in vain, all effort for it hopeless. It is notso. Happiness is mosaic, composed of many smaller stones. Each taken apart and viewed singly may be of little value; but when all are grouped together and judiciously combined and set, they form a pleasing and graceful whole—a costly jewel. Trample not under feet, then, the little pleasures which a gracious Providence scatters in the daily path, and which, in eager search after some great and exciting joy, we are apt to overlook. Why should we always keep our eyes fixed on the bright, distant horizon, while there are many lovely roses in the garden in which we are permitted to walk. The very ardor of our chase after happiness may be the reason that she so often eludes our grasp.—Square and Compass.

WHY DON'T YOU GROW?

By Alfred I. Tooke

Do you know why some people seem to have knack of succeeding in whatever tasks they tackle? It is because they have learned a very important and wonderful truth. They have learned that man has a great capacity for growing.

You may say that you have always known that a man grows and ask what is so wonderful or important about the fact. Admittedly, it is a simple and obvious truth, yet a lot of people never have realized that it applies to them as well as to the other fellow. When opportunity comes their way, they shake their heads and say, "No! That's too big a job for me. No use my starting it."

But there are others who finally say, "Yes, I think I can handle that job. I'll soon get it whittled down to about my size." And the next thing you know, they have mastered it completely. Actually they did not "whittle it down" to their size at all. It was not the job that grew smaller. It was they who grew bigger; they grew in confidence and ability and capacity until they had grown big enough to master what at first might have seemed a forbiddingly large and impossible task.

If there is something you want to do, or would like to do, or feel you should do, but the task seems too big for you, just remember the simple but age old-truth that man has the capacity for growing. then throw away your doubts and fears and wade in and tackle the job until you have grown big enough to succeed. Remember that "he that hath, to him shall be given."

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A VALUABLE TRICK TO KNOW

A good woodsman, when he is turned around out in the wide open spaces, can always find the cardinal points of the compass by using his watch, providing the sun is shining. All he has to do is to point the hour hand at the sun, then halfway between this hand and twelve o'clock on the dial will be due south. But when the day is cloudy and no sun is to be seen, it is a different matter—or was.

Now, due to the discovery of an Idaho forest ranger, the watch may be made to serve as a compass even on cloudy days. This ranger found that if the tip of a knifeblade or a pen point was set upright on the thumbnail on a sunless day, the sun would cast a faint shadow. By noting the direction of this shadow, he was able to point the hour hand of his watch toward the sun and thus get his bearings.—Youth's World.

LAYS DISUNITY ON "I" TROUBLE

(The Charlotte Observer)

"I" trouble, not the optical eye but the perpendicular pronoun and the alphabetical "I," is the main cause of the world's disunity today, according to Rev. Paul Hardin of Shelby, who spoke from the Lake Junaluska Assembly platform Wednesday evening.

Declaring that the world has become a neighborhood and that it will be a tragedy if it does not also become a brotherhood, the speaker said that all of the high hopes people have for the outcome of the San Francisco conference will come to naught unless the representatives of the nations there are moved by a real urge for goodwill that will prove it is possible for the peoples of the world to live together in peace and harmony.

Dr. Hardin discussed causes of lack of unity under five heads, all beginning with "I," namely, Ignorance, Inequality, Injustice, Intemperance and Irreverence.

"Ignorance," he said, "is one of the main causes of the lack of friendly relations between individuals and between nations. We don't know each other and some of us are so stubborn we won't try to get acquainted for fear we will come to like each other.

Inequality is another cause. Inequality exists on all sides—racial and economic. We are being driven today by law in the economic field to do the things that the Christian gospel has always urged.

"Injustice is a third deterrent. We do not have justice for all people in the courts, the marital or the moral world.

"Intemperance is a fourth drawback and I do not mean intemperance in the sense of alcoholism but in that tendency we have to grab everything for ourselves.

"Irreverence hinders unity and goodwill. In the psalmist's day it was in the temple of Jehovah that the people were one; so today in the church of the living God men and women find the unity they can find nowhere else."

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There is so much good in the worst of us, and so much bad in the best of us, that it's hard to tell which one of us ought to try to reform the rest us.

"LOVE YOUR ENEMIES"

(Evangelical Messenger)

In my younger days, my favorite pastime was baseball. I still think it the finest American game. My first baseball was made by my mother from the yarn of a worn-out sock. I recall my first ten-cent glove. I remember hours and hours spent back of our barn throwing a baseball against the sill of the barn and catching it as it rolled over the grass in my direction. Why did I go through hours of practice? Well, I wanted to make the team and to do so, I knew I must be able to stop that ball without "muffing" it. A player who frequently "muffed" the ball, simply could not play on the team.

Well, I think life is pretty much like a baseball game. It takes days and days of practice to live a life worth while. Many folks hate the tedious hours and necessary discipline required in building their lives so they just "muff the ball." It strikes me that some of our so-called great world leaders "muffed the ball" a few years ago or we would not be in this sorry mess we are in today.

We "muffed" it badly when our leaders said, "We have a great surplus of everything, and we must regulate this over-production." We couldn't use all the wheat, cotton, and hogs ourselves, so orders were given to the farmers to plow under the wheat and slay the pigs. Oh, God, forgive our stupidity? Didn't our leaders know that in China, India, Japan, and other parts of the world, millions were hungry? Of course the knew, but they "muffed the ball."

We could have been less selfish if we had built store-houses as did Joseph of old, but I still think that would not have pleased God who so bountifully blessed us.

Would he not have smiled on us had we loaded our idle ships and sent those foodstuffs to our starving neighbors? But you say, who would have paid for it? Why, of course, you and I. Who else? Certainly I would rather have bought food for my hungry neighbors then, than bombs now for their destruction. Somehow, I am of the firm opinion had we done this, we would have had no war. What do you think? The hand that feeds the hungry mouth is seldom bitten. When the war is over, let us not forget that little part of a great sermon which reads something like this: "Love your enemies—do good to them that hate you."

If we are at peace with God and our own conscience what enemy among men need we fear.—Hosea Ballou.

SO I KILLED HIM SAYS GEORGIA BOY

(Selected)

When Mrs. D. H. McKinney of Georgia was told that her son, army boy Pfc. McKinney had killed 36 Japs in a little war forced upon him in Luzon, she asked, "Was my boy hurt?" Then she added that she was very happy and proud that John was safe because he always was a good boy.

Pfc. McKinney, whose story was corroborated by eye witnesses, said he was just getting under his tent when he heard a noise outside. He thought it was some of his buddies and called out, "What the hell's wrong out there?"

Clad only in his shirt, short sand shoes, the Georgian was the main factor in stopping a suicidal banzai attack of more than 100 Japs. There were 13 Americans and a few guerrillas in the area. During the time he was performing his superhuman feat, the Japs were firing in a frenzy at the wraith-like figure who seemed to be everywhere at once.

When the enemy fire dwindled to almost nothing, McKinney discovered that all the Japs in the attack were either dead or had fled. McKinney came out of the slaughter with only a slight scrath on his left ear.

"I happened to look at the entrance of the tent and saw two Nips out there, hacking at the tent with sabers. I crawled out the back and konked one of 'em over the head. That took care of him. Then I shot the other one.

"I saw the cover come off our machine gun a few yards away and thought it was one of our boys getting it ready for action. I ran over to help him, but it turned out to be a Nip. I had to shoot him, too.

"My ammunition was almost gone, so I started for the command post to get some. Two Japs tried to cut me off and I killed them. About that time I heard one of my buddies calling, saying he was hit. I went over to him and asked him if he had a rifle. He did, so I took it and fired what ammunition there was in it.

"I got another one from the tent and jumped into a hole with the machine gun. There were 60 or so Japs comin' across from a sandbar in the river, so I let go a couple of bursts and watched 'em drop.

"Then I got hit on the head by a pole and all at once that hole got awful crowded. Ten or 15 Japs piled in. Everyone was sluggin' at me, but mostly they just hit each other. I managed to do a little shootin'. Some of 'em I just stroked over the head with my rifle. Later, I found out I had killed eight in and around the hole.

"I tried to drag the gun away but I couldn't quite make it. It wasn't light yet, so I ran for the tent and dug out all the rifles there and threw 'em in the bushes. The Japs were at the machine gun again, so I started firing. My M-I jammed and I got another one outa the bushes and kept shootin' drivin' em away from the machine gun.

"The wounded man said he was losin' lots of blood. I called Red Barrette (Private First Class Adolph Barrette, of Sheboygan, Mich.) and

told him to put a tourniquet on the guy's arm.

"Red had to go to the tent for a first-aid kit and the Japs were throwing lots of stuff at him. So I fired right over his back to keep 'em off while he got the kit. All the time Red was putting on the tourniquet this wounded fellow kept yellin' at me, "How'm I doin'?'

"After that, Red joined me and we knocked off some more with our M-1's. He got six himself. The Japs were about all gone then when a machine-gunner opened up from the beach. I fired a few times and kill him. Another one ran for the gun and I shot him. There was another Nip in the beach, firing a knee mortar. He caught one of mine through the head.

"'There was just one more Nip left. A guerrilla was chasin' him, cuttin' hunks of flesh out of the guy with his saber. It more or less looked to me like this guerrilla was playing with the Nip. I figured I might as well get him, too, so I did.

"Well, I guess that's everything. Maybe I left out somethin', but you know how it is when you're busy like that. It's kinda hard to remember al the details."

McKinney knew how to shoot long before he entered the Army in September, 1942. He did his target practicing on the farm between chores. He has been overseas since May 9, 1944.

———:———

WHAT?

What would you think of a bird, my friend,
Which had no use for the air?
What would you say of a maiden sweet
Who had no wish to be fair?

Or what of a pale and rain-washed flower
Which had no use for the sun?
Of the bounding heart of a healthy child
That had no use for fun?

What of the wanderer, lonely, faint,
Weary and sad and sore;
Who gets no throb of his homesick heart,
At the sight of his father's door?

Ah, what would you say of a germ-filled seed
Which had no use for the sod?
And what can be said of a human soul.
Who has no use for—God?

—Author Unkown.

VICTORY WITH A CHALLENGE

(Selected)

From those who have served their country on far off fields of combat, we have now received the first priceless gift of victory, and with this gift of victory a challenge.

From these men who have sacrificed so much, and from the millions who have backed the efforts by carrying on so effectively their appointed tasks at home, comes the demand that total victory and final peace, through triumph over Japan, shall bring them the opportunities for which they fought and worked, the opportunities to live, progress and prosper.

Here is a challenge to us all, a challenge to see to it that the road to realization of the natural human ambition runs smooth and straight.

We believe that what is good for our country and countrymen is good for us, and there are time-tried and unfailing guides upon which Americans can depend.

They can be described in terms of certain simpleness, "articles of faith,"

Faith in America and America's future, a future of expanding and useful productivity and ever higher standards of living.

Faith in the rightness and benefits of individual freedom and enterprise.

Faith in the principle that there can be no rights without responsibility, no privileges without duties to perform.

Faith in work as a forerunner of reward, in incentive as the kindling spark of productive energy, in opportunity to serve a need, as the first requirement to provide a job.

Faith in the American way of doing things, by which each person, each organization, each industry, and each business must take its place. To be granted that place, according to ability and capacity, in one great, coordinated, inter-geared system of living, working and contributing to the national welfare.

Faith in America's progressive instinct and in the things which serve it—science, research, engineering, technical knowledge and skill.

Faith in the rights of great and small alike, and of the importance of each in a free, peaceful, and productive nation.

Before us lies one immediate, definite task, more important than all the others. That is to defeat Japan.

With the first big object to victory removed, it is not too soon,we think, to face the challenge of that peace which our fighting men have won so dearly.

We believe that the principles which have been stated are those by which the challenge must be met.

We believe that if we follow these principles, with stout hearts and willing hands, America's future will inevitably bring better things for more people.

———:———

There is no calamty like ignorance.—Richter.

A PRISONER'S SONG UPSETS A POLICE COURT

(The Pillar of Fire)

One morning in a San Francisco court room the regular morning company of drunks and disorderlies had been brought in. Some were old and hardened; others hung their heads in shame. Just as the momentary disorder attending the bringing in of the prisoners quieted down, a strong clear voice from the jail below began singing:

"Last night as I lay sleeping,
'There came a dream so fair."

Last night? It had been for all of them a nightmare or a drunken stupor. The song was such a contrast to the horrible fact that no one could avoid the sudden shock at the thought the song suggested. "I stood in old Jerusalem, Beside the temple there."

The judge paused. He made a quiet inquiry. A former member of a famous opera company was awaiting trial for forgery. It was he who was singing in his cell. Meanwhile the song went on. Every man in the line showed emotion. One boy at the end of the line, after desperate effort at self-control, leaned against the wall, buried his face in his folded arms and sobbed, "O mother, mother!"

The sobs, cutting the weary hearts of the men who heard, and the song, still welling its way through the court room, blended in hush. At length one man protested: "Judge, have we got to submit to this? We're here to take our punishment, but this—" and he, too, began to sob. It was impossible to proceed with the business of the court, yet the judge gave no order to stop the singing. The police sergeant, after an effort to keep the men in line, stepped back and waited. The song moved to its climax:

"Jerusalem, Jerusalem! Sing, for night is o'er!
Hosanna in the highest! Hosanna for evermore!"

In an ecstasy of melody the last words rang out and then there was silence. The judge looked into the faces of the men before him. There was not one who was not touched by the song; not one in whom some better impulse was not stirred. He did not call the cases singly—a kind word of advice, and he dismissed them all. No man was fined or sentenced to the workhouse that morning. The song had done more good than punishment could have accomplished.

———:———

We can be more clever than one, but not more clever than all.
—La Rochefoucaid.

UNCHANGEABLE

(Mooresville Enterprise)

Mjority of newspapers and magazines these days carry articles and personal narratives telling of experiences which claim divine guidance as the source and power back of their success and victory. Here is an editorial from the Indiana Freemason on the subject which you will enjoy reading:

"Perhaps the most poignant epigram coined in this war is that of the nameless chaplain who said: 'There are no atheists in foxholes.' It expresses in colorful language a fact that Christians have emphasized for generations—in times of stress and change, men turn instinctively to things unchangeable.

"Another Navy Chaplain with the Marines on Guadalcanal reported that a young man who had prided himself on his atheism on the way over remarked to him under fire, 'If this keeps up much longer, I'll be thinking your way.'

"The story of the Rickenbacker crew afloat on a rubber raft in the Pacific after their plane had been forced down has become an American saga as truely as Valley Forge or San Juan Hill. They held daily religious services, each taking turn at reading from the Great Light. It was after one of these services that a gull landed on Captain Rickenbacker's head.

"One soldier from somewhere in the Southern Pacific has written: 'It seems that when we get away from home and those we love, we think about God and divine things."

———:———

"What's the use?" and "Why should I?" are the two most fatal phrases in the English language. They mark the dividing line between success and failure for hundreds of thousands of human beings.

What's the use?" is the philosophy of the chap who throws up the spongs when the battle has just been started. He sits down alongside of the road when he finds that the signpost has deceived hom—instead of lengthening his stride. He is satisfied with "good enough." He has no goals, no visions. He accepts no challange.

"Why should I?" is the cry of the work dodger. His aim is to do just enough to "get by." He is the clock-watcher who is afraid he will render more service than he is paid to perform. He is too lazy to think, too selfish to put his shoulder to the wheel in a common cause.

How much more vibrant and dynamic are the phrases, "It can be done!" and "You can count on me!" These phrases sparkle with the spirit of success, and never fail of sufficient reward.

—Sunshine Magizine

FUTURE PREPAREDNESS

(Selected)

No sensible American would now endorse proposals that as soon as the war is over we should sink our navy, disband our army, and abandon our air forces. The lessons from the recent unprepardness are so clear that such a course would be viewed as national suicide.

Enormous labors behind the lines have been required to sustain the navy, army and air forces, and to keep the civilian economy operating so that people could live. These efforts have been all the greater because economic unprepardness was worse than our military unreadiness. We were not well equipped to stand the shock of being cut off from rubber supplies, vegetable oils, insecticides, sugar, plant and mineral materials.

In the face of such obvious facts there are those who believe we should close the synthetic rubber plants and promote international trade by buying rubber, plus a long list of commodities which we can produce in the United States. We shall need the commodities. We shall need the jobs their production will create. We now know how to produce them. Since they are certainly vital to all-around preparedness, should we abandon them and create relief lines and be found unready to defend ourselves?

———:———

A FAMILY PRAYER

"Lord, behold our family here assembled. We thank Thee for this place in which we dwell; for the love that unites us; for the peace accorded us this day; for the hope with which we expect the morrow; for the health, the work, the food and our friends in all parts of the earth, and our friendly helpers in this foreign isle.

"Let peace abound in our small company. Purge out of every heart the lurking grudge. Give us grace and strength to forbear and preserve. Offenders, give us the grace to accept and to forgive offenders. Forgetful ourselves, help us to bear cheerfully the forgetfulness of others.

"Give us courage, gaiety and the quiet mind. Spare to us our friends, often to us our enemies. Bless us, if it may be, in all our innocent endeavors. If it may not, give us the strength to encounter that which is to come, in tribulation, temperate in wrath, and in all changes of fortune and down to the gates of death, loyal and loving one to another.

"As the clay to the potter, as the windmill to the wind, as children of their sire, we beseech of Thee this help and mercy for Christ's sake. Amen."—Robert Louis Stevenson.

LAST SUNDAY'S SERVICE

Rev. W. V. Tarlton, pastor of the McGill Street Baptist Church, Concord, conducted the service at the School last Sunday afternoon. For the Scripture Lesson he read Matthew 16: 21-28. "The Trading Instinct" was the subject of his message to the boys. As his text he selected the 26th verse—"For what is a man profited, if he shall gain the whole world, and lose his own soul? or what shall a man give in exchange for his soul?"

Rev. Mr. Tarlton began by stating that the trading instinct has always been part of man's make-up. We would not be fully human if we were not traders. He pointed out various kinds of trades in life as follows:

(1) Worthless Trades. As boys, we have been used to seeing youngsters trade articles of small value, such as knives, marbles, keys, etc. In these cases, very little or no money is exchanged, and probably nobody was cheated, but they were rather worthless trades.

Then there is the ever-present gossip among people, and the exchange of worthless stories and ideas. This may go on for hours at a time. While it is possible that no harm is done by this sort of thing, certainly no good comes from it.

(2) Tragic Trades. We frequently see people selling or trading their characters in a dishonest manner. It may be in winning various types of games by taking unfair advantage of our opponents.

To cheat at games, to misrepresent something we have for sale, to cheat in school examinations in order to get good grades without any effort on our part, is really tragic. By so doing we simply trade our characters for something we do not deserve. While we may think we have won, in the end we find that we have lost our self-respect and the respect of others, and the day will surely come when we shall regret such trading.

(3) Trading the Implements of Peace and Good Will for the Machines of Death and Hatred. This is well illustrated in the lives of Adolph Hitler and the other German leaders. Some of them have given their own lives and caused the death of thousands of their followers by trading good will for hatred. They have traded their souls for the sake of a few physicial desires.

(4) Trading of Time for a Fully Prepared Life. When we are young we have plenty of time—twenty-four hours in each day. That time should be given to the making of the best men and women possible.

When we put our time to the proper use, there is no limit to the amount of good we can do. When one good thing is achieved, we should raise our sights and try to achieve other and better things.

(5) Trading a Sorry Name for a Good Character. No matter how poor a person's reputation may be, or how low may be the level of the surroundings from which he comes, it is possible for him to rise above them and develop into a person of fine character. Each one must live his own life, and that can be as high as he wishes it to be.

(6) Trading the Base and the Low for Good. While it is true that a man can descend into the very lowest depths of life, he can, by God's help,

climb from height to height on the ladder of sucess and clean living.

(7) Trading Ourselves to God. Man can give himself to God, and in turn, he will receive life's richest blessings. There are great spiritual values, both in this life and in the life to come. They are available to all men. All we need to do to gain them is to live according to God's will.

In conclusion, Rev. Mr. Tarlton urged the boys to resolve to trade the evil for the good, for the sake of their future—not only for their future, but for the future of family, state and nation.

—:—

NEWS OF FORMER STUDENTS

It is our sad duty to announce that another former student's name must be added to the list of those who have given their lives for their country in World War II. In the casualty list which appeared in The Charlotte Observer, issue of June 27, 1945, we noticed the name of Lloyd Meadows Wrenn, who lost his life while serving in the United States Army in the European region. So far as our records reveal to date, Lloyd is the eighteenth former student to make the supreme sacrifice.

Lloyd entered the School from Durham on January 15, 1931 and remained here until September 1, 1934, when he was permitted to return to his home. While at the institution he was a member of the Cottage No. 7 group and worked in the store room and on the poultry force. He was first placed in the third school grade and had advanced to the seventh grade at the time of leaving. His record while with us was very good.

We heard very little from Lloyd after he left the School, but he apparently got along all right at home. In December, 1941, Mr. Charles E. Boger, who was our superintendent at that time, received a letter from him. He stated that he had been in the Army about one year and that he liked it very much. At that time he was stationed in the Panama Canal Zone. In his letter, he was highly complimentary concerning the work of the School, and expressed deepest appreciation for the benefits he had received while here.

Lloyd was twenty-five years old on January 23, 1945. We are unable to learn much about his surviving relatives. The news item simply gave his mother's name, Mrs. Rodeal C. Wrenn, as next of kin. The street address is the same as it was when the boy came to us more than fourteen years ago.

—:—

We are delighted to announce that one of our former students, who had been held for a long time as a prisoner of war by the Germans, is again enjoying his freedom. The casualty list carried in The Charlotte Observer of June 26, 1945, included the name of Private Russell Ferris, of Leaksville, as having been liberated from a German prison camp. In looking over the files we find that Russell was reported as missing in action on March 30, 1943 and on June 30, 1943,

the newspapers listed Russel as a prisoner of war being held by the Germans. Russell enlisted in the United States Army in the latter part of November, 1941, as was officially reported by the Charlotte Recruiting Station and published in The Charlotte News.

Russell entered the School, January 18, 1928 and remained here until April 1, 1935, when he was permitted to return to his home county of Rockingham for placement by the welfare department. During his stay with us he was a member of the Cottage No. 1 group and was employed on various outdoor forces. He entered the first grade and had advanced to the seventh grade at the time of leaving.

We recall Russell as a little fellow here on the campus, going about with about the widest, friendliest smile we have ever seen on a youngster's face. He made an excellent record while here and was a great favorite among both the boys and the officers. Russell will be twenty-five years old on August 15th.

—:—

The Charlotte Observer, issue of July 1st, carried the following news item: "Private Jack Springer, Field Artillery, son of Mrs. Cora Springer, of Albemarle, has been awarded the Bronze Star, in Europe. He enlisted in September, 1940 and was sent to North Africa in 1943."

Jack entered the School, March 3, 1936 and was conditionally released, August 15, 1938. Although he came to us from Albemarle, at the time of being released he went to live with his father in High Point. Jack later returned to Albemarle. In January, 1940, he became an enrollee in a CCC camp, located in Stanly county. Upon recomendation of Mr. Otto B. Mabry, superintendent of public welfare, he was given an honorable discharge from further parole supervision, January 30, 1940.

In May, 1941, while stationed at Fort Bragg, Jack visited the School. At that time he stated that he liked the field artillery very much and was trying his best to be a good soldier.

During his stay at the instution, Jack was in Cottage No. 10, where he spent part of the time as house boy, and he worked in the bakery for quite a while. He was first placed in the fourth school grade and advanced to the seventh grade when he left. His record while with us was very good. Jack was twenty-three years old on May 28, 1945.

—:—

Mr. C. B. Barber, our budget officer, recently received another letter from Marshall H. White, a former student, who has been overseas with the United States Army for quite some time. His most recent letter was written in Marburg, Germany, and he stated that he had been placed in the Army of Occupation. In a letter written several weeks ago, Marshall said that he was in Paris, France, and thought probably he might be on the way home. He now writes that his plans had to be changed and that he will remain in Germany for a while. Although somewhat disappointed because of being unable to come back home at the present, Marshall said that he realized there is an important job to be done and that many of the boys in the armed forces will have to remain in Germany for a while. He further stated that he

thought it would be better than being transferred to the Pacific area. He added also that he had at last joined the "white collar class" in the Army, but did not know how long his desk job would last.

This young man sent his very best regards to all the people at the School whom he knew while here. He asked epsecially to be remembered to Mr. and Mrs. Frank Morris, officer and matron in charge of Cottage No. 13, since he was in that cottage during his stay with us.

—:—

The latest name to be added to the list of former Training School boys now serving in the armed forces of this nation is that of Bert R. Barnhardt, who recently enlisted in the United States Navy.

In The Concord Daily Tribune, issue of June 28th, we read the following item: "A-S Bert Barnhardt, now stationed at the U. S. Navy Training Station, Bainbridge, Maryland, writes that he is getting along fine, and he is sure all his friends will be glad to know that he is getting enough cigarettes."

Bert, who was better known around these parts as "Red," was admitted to the School, October 15, 1941, and remained here until June 21, 1943, when he was conditionally released. He returned to his home near Winecoff, just a few miles from Concord, and went to work as linotype operator on the staff of the Concord Daily Tribune, and continued to work there until enlisting in the Navy about three weeks ago.

Red was a member of our printing class for about eighteen months, and developed into one of the best linotype operators we have had in several years. He was a very likable youngster, going about his work in a quiet and unassuming manner, and soon became the most dependable boy in the shop. During his stay with us he was a member of the Cottage No 11 group, and his record there was excellent.

Soon after Red went to work in The Tribune office, we received very good reports concerning his work there, and these reports continued to come to us from his employer and fellow workers right on up to the time of his enlistment in the Navy.

We frequently saw him in Concord, and he never failed to meet us with that old friendly smile, and would always inquire about his old friends among the boys and the School officials.

As Red goes into the Navy, his many friends here extend best wishes for his continued success. Since he told us just before going to "boot" camp, that just as soon as he completed his basic training he would be out to see us, and we are expecting to see his red hear and broad grin framed in our office doorway most any time.

———:———

Too many so-called patriots claim to be supporting the government when they are merely holding it up.

COTTAGE HONOR ROLL

Week Ending July 8, 1945

RECEIVING COTTAGE

Thomas Brantley
Claude Bridges
George Bridges
Charles Brown
Samuel Dill
William Hammond
Harry Matthews
Rodney Mintz
James Perkins
Frank Westmoreland
Charles Young

COTTAGE No. 1

J. C. Alley
George Cox
Hubert Black
William Britt
Horace Collins
Worth Craven
Calvin Davis
Thomas Everhart
Edward Hambrick
James Hensley
Frank Hensley
Robert Holbert
Jack Lambert
A. J. Mc Craw
David Prevatte
Clay Shue
J. W. Smith
Harry Thompson
Marvin Walls
Benson Wilkins

COTTAGE No. 2

John Allen
Harvey Arnett
Louie Ashe
Charles Byrd
Walter Byrd
Rufus Driggers
Robert Furr
Chester Lee
Howand Manus
Barney Mills
Harold McKinney
John McLean
Stanford McLean
James McMahan
James Norton
William Phillips
Hayes Powell
Van Robinson
Russell Seagle
James Snead
Kermit Wright

COTTAGE No. 3

Charles Allen
James Arrowood
Joseph Case
James Christy
Hershell Duckworth
Robert Duncan
Charles Earp
Lindsay Elder
James Graham
Earl Greene
Jack Hensley
Cecil Kinion
Robert Lee
Samuel Lynn
Jack Oliver
Donald Redwine
Clifton Rhodes
Thomas Staley
Paul Wolfe
Clyde Wright

COTTAGE No. 4

Phil Batson
Leonard Bradley
Charles Carter
John Fine
Eugene Hudgins
Robert Hogan
Hobart Keaton
William Lewis
Roy Miller
William Meadows
W. C. Mc Manus
James Parker
Leroy Pate
Garnet Quessinberry
Paul Stone
James Smith
Brady Tew
Edward VanHoy
Leslie Winner
Eugene Watts

COTTAGE No. 5

(No Honor Roll)

COTTAGE No. 6
(No Honor Roll)

COTTAGE No. 7
Russell Beaver
Robert Bradbury
John Hill
Ray Naylor
Jerry Peavy
Jack Phillips
Kirk Putnam
Franklin Robinson
Robert Shepherd
Claywood Sparrow

COTTAGE No. 8
(Cottage Closed)

COTTAGE No. 9
R. C. Combs
William Harding
Charles McClenney
Edwin Peterson
Eugene Peterson
Edward Renfro
J. B. Wilson
Thomas Wansley

COTTAGE No. 10
Thomas Cottrell
James Hensley
Eugene King
James Knight
Charles Lyda
Jesse Parker

COTTAGE No. 11
Charles Alexander
Odean Bland
Elmer Heath
James Phillips
Alvin Porter
Maxie Shelley
Martin Walters
Eugene Murphy
Hubert Pritchard

COTTAGE No. 12
(Cottage Closed)

COTTAGE No. 13
William Andrews
Earl Allen
Robert Bailey
Fred Bostian
Ervin Ewing

COTTAGE No. 14
Charles Blakemore
Everett Bowden
Clyde Bustle
William Ferguson
Howard Hall
Howard Holder
William Lerschell
Landon McKenzie
William Rogers
Grover Shuler
James Spence

COTTAGE No. 15
Jack Benfield
William Correll
John Greene
Jack Greene
R. V. Hutchinson
Harold Herman
James Knight
Marshall Lamb
Harvey Leonard
Gordon McHan
Hilton Reid
Robert Rovenbark
Robert Roberts
Alvin Stewart
Charles Stephenson
Dewey Smith

INDIAN COTTAGE
Ray Covington
James Chavis
Thomas Chavis
Allen Hammond
Donald Hunt
Marshall Jacobs
Clyde Lochlear
Weldon Lochlear

INFIRMARY
William Brooks
Norman Hentschell
Joseph Mitchell
Bruce Sawyer

He that walketh with wise men shall be wise.—Solomon.

(c) Dr. Wallace E. Caldwell
University of North Carolina

THE UPLIFT

VOL. XXXIII CONCORD, N. C., JULY 21, 1945 No. 29

THE WAY THAT PAYS

One step won't take you very far;
You've got to keep on walking.
One word won't tell folks who you are;
You've got to keep on talking.

One inch won't make you very tall;
You've got to keep on growing.
One little deed won't do it all;
You've got to keep on going.

—Herrmann.

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THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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The Uplift

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

IF WE KNEW

Could we but draw back the curtains
That surround each other's lives;
See the naked heart and spirit,
Know what spur the action gives.
Often we should find it better,
Purer than we judge we should;
We should love each other better
If we only understood.

Could we judge all deeds by motive,
See the good and bad within,
Often we would love the sinner
All the while we loathe the sin.
Could we know the powers working
To o'erthrow integrity,
We would judge each other's errors
With more patient charity.

If we knew the cares and trials,
Knew the effort all in vain,
And the bitter disappointment,
Understood the loss and gain—
Would the grim, external roughness
Seem, I wonder, just the same?
Should we help where now we hinder?
Should we pity where we blame?

Ah! we judge each other harshly,
Knowing not life's hidden force;
Knowing not the fount of action
Is less turbid at its source.
Seeing not amid the evil
Of the golden grains of good;
Oh, we'd love each other better
If we only understood.

—Iowa Grand Lodge Bulletin.

THE NINTH GRADE INTRODUCED AT THE TRAINING SCHOOL

The officials of the Jackson Training School are happy to announce that arrangements have been made to have a ninth grade in the academic school department here. It is believed that this is a very important and significant forward step in the life of the school. It has been found that there are approximately twenty boys who are prepared to do ninth grade work, and if this grade had not been started here it would simply mean that the boys would lag or be retarded in their educational progress. This opportunity offers to our boys with the highest mental abilities and the greatest educational ambition, the privilege of making normal advancement in their academic school careers. It is found that there are boys here who definitely aspire to the goal of completing high school and probably going to college. While the school has a profound obligation to help the mentally slow and retarded boys, it has an equal obligation to provide opportunities for those who are capable of doing high school work.

It has been possible to employ for this work a well-trained teacher who has a rich background of experience in teaching and one who has had extensive training and experience in library work. During the early weeks just ahead this teacher will be used partly as a teacher in the high school department and also as librarian. It is hoped that at an early date there will be an adequate number of high school students to require the full time of a ninth grade teacher. This, of course, depends on the progress of the boys who are here now. It has always been found that the most capable students make the best records at the school, and consequently they soon earn their releases. Generally they are not the boys who spend a lengthy time at the school.

This introduction of the ninth grade becomes a part of the school's program for standardizing the academic school department here. Plans are to attempt to have the school standardized just as soon as possible.

* * * * * * * *

TRAINING SCHOOL BOYS MADE NOVEL CANES

As a project in their manual training class, the boys of the Stone-

wall Jackson Training School took a large number of old broom handles they had collected, added handsomely carved handles, and tipped them with rubber. When attractively finished, the old brooms became canes for Uncle Sam's wounded veterans to use to help them to walk.

The boys, members of the school's unit of the Junior Red Cross, sent the canes to area headquarters of the Red Cross for distribution to the hospitals where they are needed.

Superintendent R. Brown McAllister of the Concord schools and chairman of the Junior Red Cross, has received a letter from Dr. Frank C. Jenkins, area director of the Red Cross, about the canes.

Said Dr. Jenkins: "The canes were excellent. The boys deserve special commendation for their very good work. Please thank them for us."

The J. T. S. boys have designed a clever "ring toss" game to be played by soldiers. It has also been accepted by the Junior Red Cross headquarters.

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DICTATORS ATTEMPT TO MISLEAD

In a recent article written by the late Count Ciano there occurs this statement attributed to Mussolini: "Wars are necessary to evaluate the true internal composition of people, because in war the classes are revealed, the heroes, the profiteers, and the lazy."

In this statement we see the very essence of the philosophy of a self-centered, arrogant dictator. It is the philosophy of a leader who is not genuinely interested in the welfare of his own people but who anticipates for himself moments of great military triumph. It is the philosophy of a person who pictures himself at the head of a procession of military heroes as they parade before the masses and receive from them their lusty applause. No doubt Mussolini, along with Hitler, had his greatest moments of joy and satisfaction when he was given reports of his victorious armies in the early stages of the war. These were the things that fascinated him most, and each victory tended to accentuate his passion for warfare. This proved to be one of the greatest curses that ever came to an individual, and its ruination has been felt by all the Italian people.

One of Mussolini's own sons was a member of the Italian air corps. He engaged in bombing from the air the helpless Ethiopians as they attempted to flee to points of safety. The testimony of this boy was that to him the greatest sport imaginable was to ride in an airplane and strafe or shoot the helpless, unarmed inhabitants of Ethiopia. No doubt, this young man had imbibed his lust to kill and his fascination for war from his father.

As long as the world is destined to have such rulers and such individuals, dominated as they are by such wicked impulses, it should be apparent to all that the world must have a security charter, backed by the military forces of the nations that are dedicated to the preservation of the peace of the world. It is expected that at an early date America will put its stamp of approval upon this great charter.

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J. ERIS CASSELL AND DR. JESSE C. ROWAN PASS AWAY

Concord loses two outstanding educational and religious leaders in the deaths of J. Eris Cassell and Dr. Jesse C. Rowan. Accounts of the deaths of these two men were carried in the Concord Daily Tribune on July 16th. Each of these men in his own field made outstanding contributions to the spiritual and intellectual life not only of Concord but of the entire state, and The Uplift wishes to join in paying tribute to their memories.

Elsewhere in this issue we are carrying excerpts from the newspaper accounts of the lives of these two men.

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SOME JULY ANNIVERSARIES

It was on July 23, 1864 that Cyrus Field made his second, and successful attempt to lay a cable across the Atlantic Ocean, whereby telegraphic messages could be exchanged between people of the two continents. Previous attempts by Field and his associates, made a few years earlier, were judged failures, although a cable laid in 1858 worked successfully for four weeks.

Field's firm went into bankruptcy following previous unsuccessful attempts, and the enterprise was abandoned until after the Civil

War. Field, who had never lost faith in the eventual success of his undertaking, began his efforts anew. He chartered the largest steamship then afloat in order to lay a second cable, reaching from Newfoundland to Ireland, and this effort proved highly successful.

July 26th, marks the anniversary of one of the greatest systems operating in this country—the United States Post Office Department, and one cannot help marveling at the tremendous growth and development of a project which had such a small beginning.

On July 26, 1775, Benjamin Franklin was appointed the first Postmaster-General, with authority to establish a line of posts from Falmouth, Maine to Savannah, Georgia. Since that time the post office has developed in marvelous fashion. In 1789 there were seventy-five post offices in the United States. The greatest number in any year of which we have been able to secure definite information was 76,945 in 1901. This number has been reduced considerably by the establishment of thousands of rural routes.

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of July 22, 1945

July 22—Ralph Putnam, Cottage No. 13, 16th birthday.
July 24—Elmer Heath, Cottage No. 11, 15th birthday.
July 26—Earl Hoyle, Cottage No. 5, 14th birthday.
July 27—Thomas Childress, Cottage No. 6, 11th birthday.
July 27—Joesph Mitchell, Infirmary, 12th birthday.
July 28—W. C. Mills, Cottage No. 10, 15th birthday.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Items of Interest

By John Linville, 7th Grade

Mr. Russell, the officer of Cottage No. 6, has returned from a week in the hospital. We are glad to have him back at the School.

The Boy Scouts have been very busy for a while, getting things ready for a trip to camp.

Mr. Bass, our seventh grade school teacher, has gone to his home in Wingate, for the week-end.

Our baseball and softball games are going all right. They let the small boys play softball and they seem to take a great interest in this game.

We are glad to report that the dental clinic at the Training School is doing very nicely and that all of the boys are eager to have their teeth examined.

Since vacation time is here, Mr. and Mrs. W. W. Carriker, officer and matron of Cottage No. 7, will return from their vacation soon, and as soon as they return, Mr. and Mrs. Tomkinson of Cottage No. 2, will leave for their vacation.

Dairy Work

By Harvey Leonard, 8th Grade

Recently at the dairy barn there have been a few cows come fresh. These cows are standing at a high point in milking average. They are being taken care of in the best manner, and we hope to keep them in good shape. By doing this, we will be able to keep up our constant supply of milk and butter, and it will mean that the boys will receive ice cream a while longer.

Mr. Hobby is taking every step that is possible to keep our dairy in the best of condition and to keep every thing as sanitary as possible.

Friday Morning Chapel

By Gordon McHan, 7th Grade

Our chapel program last Friday morning was opened by a song, "America the Beautiful," led by Mrs. Hazel Dotson. A Scripture Lesson was read by Mrs. Hawfield, who also led the boys in the Lord's Prayer. Songs followed, led by Mrs. Dotson. They were "Onward Christian Soldiers," "America," "Marines Hymn," and "The Long, Long Trail." The program was ended by a song, "A Laugh Provoker."

Friday Afternoon Chapel

By Earl Greene, 5th Grade

First we had a Bible story by Mrs. Hawfield. Next we had some songs by all. They were as follows: "America," "Marines Hymn," "Anchors Aweigh," "The Long Trail," and "A Laugh Provoker." Next a group of first grade boys sang, "Jesus Loves Me." After that, Donald Branch sang, "A Worried Mind." Irving Ewing sang, "Home on the Range," and Billy Andrews sang "Picking Up Paw Paws." James Hill and Charles Byrd sang a duet. We all had a good time.

More Boys Released

By Arlon McLean, 7th Grade

Some more boys from the institution have been released to go back to their homes. They have made good records while at the School. These boys are as follows:

William Lowery, Raleigh; William Lewis, Rockingham; Robert Blackwelder, Asheville; Charles Blakemore, Charlotte; Charles McClenney, Sanford.

We hope these boys get along fine in their homes.

Biography of Edgar Allan Poe

By William Poteat, 9th Grade

Edgar Allan Poe, was born Edgar Poe, in Charleston, South Carlonia, on January 19, 1806. He was the second son of General David Poe and Elizabeth Hopkins, a former actress.

He received ordinary school training offered to a boy of that day. He entered the University of Virginia, but drinking, gambling and going into debt finally led to his expulsion. He accepted a desk job in his foster-father's business. His foster-father, John Allan from whom he got the Allan in his name, managed to secure him an appointment to West Point, after it became apparent that he was dissatisfied with his desk job. He did not make good here because he disliked the routine. He was finally discharged at the age of 22, in March of 1831. This was mainly due to his willful neglect of his duties.

After his discharge from West Point, he edited Volumn 3 of his poems. This was entitled "Poems" and dedicated to his fellow-students at West Point.

He next entered a short-story contest and won first prize, which was a cash award of $100.

In 1835, he became the assistant editor of the "Southern Literary Messenger." The following year he married Miss Virginia Clemn, his cousin, who was 14 years of age. However, she proved a deserving mate and he a loving husband. The same year, due to drinking again, he lost his position on the "Messenger."

For the next thirteen years, he was a wanderer from job to job. One year was spent in New york, and six years were spent in Philadelphia. The other years were spent elsewhere. During this time, he wrote a few poems, but these were written "not as a purpose but as a passion."

In 1843, he edited a volume of romances. These were met with success. In 1845, he wrote "The Raven," one of his most famous works.

In 1846, Poe's wife died of consumption. He returned to Richmond where he was welcomed by his old friends. He next went to Baltimore where he suddenly became ill and was rushed to the hospital, but despite this he died on Sunday, October 7, 1849. He died a conformed drug addict.

The inscription on the memorial plate in the Museum of Art in New York reads: "He was great in his genius, unhappy in his life, wretched in his death; but in his fame he is immortal."

Some of his best known poems are: "Lenore," "To Helen," "The Bells," "The Raven,' and "Annabel Lee."

My Hobby

By Earl Greene, 5th Grade

I have started an interesting and worthwhile hobby which I enjoy very

much. It is composing poems. One of the poems which I have recently composed is "The Savior." Here is a copy of it:

Jesus came to save the world
So we could be free from sin.
We should then a banner unfurl
To all who will enter in.
He died upon a dogwood tree,
And oh! what suffering and pain.
He gave it all to save a sinner like me,
And now from sin I refrain.
As you kneel by your bedside each night,
Ask God to forgive you of your sins,
You should have the thoughts that are right
And help others to enter in.

Our New Third Grade Teacher

By Talmadge Duncan, 5th Grade

Mrs. Frank Lefler is the new third grade teacher. This is the third summer she has been at the Jackson Training School. She lives on the Mt. Pleasant Road and teaches at the Winecoff school. There are three boys in the third grade now who have gone to Mrs. Lefler's school. They are old friends.

Our New Librarian

By Thomas Stallings, 8th Grade

On Monday morning of this week we obtained a new librarian, Mrs. Thomas R. Childress, who will also teach subjects in the eighth and ninth grades. Mrs. Childress came to us from New London, where she was spending the summer with her mother, Mrs. E. F. Eddins. For the past five years, Mrs. Childress has served as librarian in the Spencer High School. From all reports she is a very good one. Her husband is serving with the armed forces in Goppinger, Germany. Mrs. Childress has had experience in teaching history and science. We hope that we can make her stay here very pleasant.

Our Dramatics Class

By Kenneth Staley, 8th Grade

The boys of the ninth grade have organized a dramatics class. They are working on a play, "Kidnapping Betty," a comedy in one act, by Eugene Hafer. The cast of characters are as follows: Dan Fielding, (owner of the farm) Billy Poteat; Nat Meadows, (Betty's peppery father) John Allen; Bud Simpson, (a lively youngster working for Dan) Kenneth Staley; Betty Meadows, (the new school teacher) Charles Allen; Mollie Fielding, (Dan's aunt) Jack Benfield; Joanna Fielding, (Dan's snappy little sister) Gerald Johnson; and Sally Perkins, (the neighborhood gossip) Raymond Cloninger. This program will be given Friday, July 20th in our school auditorium. The boys in the class are making the properties for the play.

Ninth Grade Broadcasts

By Kenneth Staley, 8th Grade

Last Tuesday a group of ninth grade boys went over to the Concord broadcasting station. The boys sang three songs. The songs were as follows: "Stepping in the Light" and "Follow the Gleam." Then Mr. Hawfield made a talk on the health of the boys of the institution. The program was ended by

by a song, "The Banner of the Cross."

The boys who sang are as follows: William Poteat, Jack Benfield, Ray Edwards, Harvey Squires, Robert Flinchum, Gerald Johnson, Charles Allen, John Allen, and Kenneth Staley.

New Boys Come to School

By Thomas Ware, 5th Grade

The school department received the new boys on Monday, July 16. They were placed in different school rooms. Their names and grades are as follows:

Gray Brown, seventh grade; William Faircloth and Clifton Kerns, fourth grade; James Little and Robert McDuffie, third grade; Rodney Mintz, fifth grade; Frank Westmoreland and Zeb Presson, eighth grade.

We hope these boys will get along well with their studies.

A Busy Morning

By Harvey Leonard, 8th Grade

Monday morning the boys of Mr. Hines' eighth grade classroom started cleaning up the room. Some of the boys took bonami and washed the windows inside and out. We have planned to clean our eighth grade room up, and we hope it will be the best kept classroom in the school building. We have planned to wash the baseboard in the room and clean it from top to bottom with soap and water. We then plan to varnish all of the woodwork in the classroom. The desks are to be washed thoroughly and varnished. We have several famous paintings in our classroom. One is of our first president, George Washington, and another of Lief Ericsson. We have planned to take the paintings down and wash the glasses with bonami and varnish the frames. We sincerly hope to have our classroom clean at all times not only for our benefit but for the benefit of the visitors we have each Wednesday and on other days.

A Pleasant Surprise

By Clifton Rhodes, 5th Grade

Rev. Mr. Hicks, pastor of the Southside Baptist Church of Concord, came Sunday evening to visit the boys of Cottage No. 3, and the boys enjoyed having him come to visit them very much. We were playing outdoors when he first got here, but the rain soon drove us indoors. Each of the boys stood up and told him what his name was, from what city he came, what grade he is in at the Training School, what type of work he follows, and in what way the Training School had helped him the most. Some of the boys of Cottage No. 3 go to church every Sunday at the Southside Baptist Church.

While Mr. Hicks was at the School, the boys decided to give him an impromptu program. Jesse Hamlin and Bobby Joe Duncan sang two songs for him. After that Jesse Hamlin sang a solo. Several boys gave recitations. The ones who said speeches were the the following: James Arrowood, Earl Greene, Donald Redwine, Talmadge Duncan, Charles Allen, Clyde Wright, and Clifton Rhodes. I think that Rev. Mr. Hicks enjoyed the program very much. I know that he enjoyed the visit for when he told us good-bye, he said that he would come again.

THE PASSING OF TWO FINE MEN

(Concord Daily Tribune)

REV. JESSE COLIN ROWAN, D. D.

Funeral services will be held at the First Presbyterian Church here Tuesday afternoon at 4 o'clock for Dr. Jesse Colin Rowan, who died Sunday, at Grace Hospital in Mosganton, following a major operation. He had been in failing health for a number of years.

The body of Dr. Rowan will be brought to Concord tonight, and burial will be made in Oakwood cemetery, this city.

Dr. Rowan was twice pastor of the First Presbyterian Church in this city and was one of its most greatly beloved pastors. He served first from 1822 to 1932, and after an illness of three years, returned in 1936 to serve until 1939, when ill health forced his permanent retirement.

Son of the late Mr. and Mrs. Robert Rowan, he was a native of Carthage. He was graduated from Davidson College, and took his ministerial training at Columbia Seminary. He was widely known for his eloquence in the pulpit, his thorough knowledge of the Bible and the whole field of theology, and was beloved as a pastor as well. He also achieved distinction as a writer of religious works. He belonged to the Concord Presbytery.

J. ERIS CASSELL

Concord was deeply shocked this morning to learn of the death last night, at 11 o'clock, at Bluefield, West Virginia, of J. Eris Cassell, who for a number of years was principal of the Concord High School, and one of the best-known educators in the state. He had been ill about three months of a complication of diseases.

Mr. Cassell was born March 20, 1897 at Max Meadows, a town in Southwestern Virginia, son of the late Charles Henry Cassell of Mt. Poy, Penn., and the late Mrs. Anna Tate Cassell a native of Wythe county, Virginia.

When Mr. Cassell was only seven years old his family moved to Christianburg, where he was graduated from high school in 1916 at the head of his class. He worked for a year as payroll clerk for the Phoenix Furniture Company, then entered Davidson College at the age of 17. The next year he volunteered for service in the Navy and had served six months when signing of the Armistic ended World War One.

Mr. Cassell returned to Davidson and graduated as salutatorian of his class in 1921, holding membership in the Kappa Alpha social fraternity, Phi Beta Kappa, oldest scholastic fraternity in America, Omricon Delta Kappa, national leadership fraternity and Sigma Uusilon, national literary fraternity. While working for his Master of Arts degree in 1931 he was invited to join Phi Delta Kappa, national educational fraternity. In his

senior year at Davidson, he was a member of the Student Council.

Mr. Cassell was principal of the Gastonia high school from 1923 to 1929 when he came to Concord to be high school principal, a position he held until his resignation in 1933 to become special agent for the Jefferson Standard Life Insurance Company. He was with that company in North Wilkesboro, at its home office in Greensboro and later in Concord. At the time of his death he was directing head of the Provident Insurance Company here.

In 1939 he again became principal of the high school and served until late this spring when he became ill and resigned.

Mr. Cassell was a member of the North Carolina Education Association and was chairman of the South Piedmont district of that body in 19-32-33. He was also a life member of the National Education Association and was one of the organizers of the Western North Carolina High School Activities Association. He was also secretary of the South Piedmont Athletic Conference.

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PRINTERS' TERMS AS RELATED TO THE CHURCH

We learn from an exchange that printing was developed by the church in her monasteries, scriptoriums and universities. The first printing press was set up in England by Caxton and the Benedictine monks in Westminster Abbey.

As a result of being fostered in the abbeys and monasteries, it is curious to observe the church terms that still survive in the printing trade. The composing room is still called the "chapel" —the first composing rooms being monastic church chapels.

The chairman of the chapel is "the father." There are "alleys" or runways in the chapel.

A case of a particular style of type is a "font," because the old holy water fonts were convenient receptacles for the wooden blocks which formed the letters.

"Brevier" type was orginally reserved for setting up brevairies, "Copy" of old was, and among old-fashioned writers yet is "manuscript"—most of the ancient terms being Latin. The printer was the "compositor" or the man who placed the types together. Laying out type is still "imposition."

The "hell" box—or "hell"—is the receptacle for bad type. The old 'prentice boy who raised general boo around the premises was happily dubbed "the devil." In proof reading we have such Latin terms as "stet," "dele," "asterisk." A slug or square of metal is a "quad"—it is "quadratus" or four-sided.

In bookbinding we have "folio" (folium), "quarto," "octavo," duodemico," etc., to designate the different folding of the original vellum or paper. Latin came naturally to the lips of the monks; hence their terminology survives to the present in the art preservations.—The Sandusky Masonic Bulletin.

SCHOLARS COMPLETE REVISION OF GOSPELS

By George A. Mackie

A task begun in 1930 soon will make available to the public a New Testament, prepared by a group of scholars who sought to translate the Bible into clear, straighforward English and yet retain the majesty and grandeur of the 334-year-old King James version.

It will be known as the Revised Standard Version of the New Testament.

The enthusiasm shown by Dean Luther A. Weigle of the Yale university divinity school, chairman of the revision committee, as he discussed the project is evidence of the scholar's confidence that they have achieved their goal.

The New Testament will be published this fall. Work by other scholars on an Old Testament is 60 per cent complete and should be finished by 1949. The Bible then available will be a revision of the American Standard Version of 1901 which itself was a revision of the King James version.

The committee's years of work has produced no changes in doctrine or fundamental concepts, nor were any expected. As Dean Weigle says, the Bible and Biblical material have been in possession of scholars for so many centuries that the possibility of startling discovery is almost inconceivable.

What has been produced is a Testament, still the masterpiece of literature which the King James version is recognized to be, but with all obsolete forms of expression, circumlocution and inverted phrases translated into the language of today.

But it is not a new Bible, nor, as Dean Weigle emphasizes, is it a "slang Bible" or merely a Bible of "current phrases."

"This version," says Dean Weigle, "will enable the reader of today to get the meaning of the scriptures in straightforward language that will be more understandable to him, and undoubtedly will result in even more widespread reading of the Bible."

The Yale scholar has no expectation that the new version ever will supplant the King James Bible, "which always will stand as one of the great examples of English literature in the period immediately following the Reformation and as a book which has greater significance than any other for the development of modern life."

Dean Weigle also expressed the belief that it will be well to keep the American Standard Version in print because it is a good interlinear translation of the Greek text.

That, however, was one of the troubles with the American Standard version. It was an almost literal translation from the Greek and the translators, instructed to adhere to the style of the King James version, outdid themselves with the result that, in some instances, they were even more Elizabethan than the men whose style they followed.

Another reason for dissatisfaction,

Dean Weigle explains, was that, in the years following publication, newly discovered New Testament manuscripts came to light and, more important, there was unearthed in Egypt a large amount of Greek papyrus of relatively trivial content but which shed new light on the language in which the New Testament was written.

The greatest change in the new version, Dean Weigle says, is the elimination of the Elizabethan atmosphere. Except in the language of prayer addressed to God, the words, "thee," "thou," "thy" and "thine" have become "you," and "yours." Verb endings like "edst," "est" and "eth" have been dropped and the oft-repeated phrase, "and it came to pass, that," does not appear.

Among the more common examples of alterations in the text are the changing of the words "unto" to "to," and "upon" to "on" and wherever the word "of" means "by," the latter preposition is used.

Basically, the work of revision was divided into three parts: determining the text from Greek manuscripts, translating the text, and setting it forth in clear, direct language with the King James version as a guide to content but not to style.

Beside Dean Weigle, the men chosen to work on the New Testament by the International Council of Religious education, which acquired the copyright of the American Standard Version in 1928, were:

Professor Millar Burrows of Yale, Henry J. Gadbury of Harvard, Clarence T. Craig of the Oberlin Graduate School of Theology, Edgard J. Goodspeed of the University of Chicago, Frederick C. Grant of Seabury-Western and Union Theological seminaries and Walter R. Bowie of the Union Theological seminary and Grace church, New York, President Abdel R. Wentz of Gettysburg Lutheran Theological seminary and the late Professor James Moffatt of Union Theological seminary.

These men, representing the Congregational, Episcopal, Friends, Baptist, Methodist, Lutheran and Presbyterian denominations, are among the nation"s foremost biblical scholars. All are well versed in Latin, Greek, Hebrew and Aramaic and are well-known writers.

Two of them, Drs. Moffatt and Goodspeed, previously had published their own translations of the Bible.

The committee began work in 1930, but there was a five year lapse after 1932 because no funds were available for travel and secretarial expense. The manuscript of the New Testament was given its final review, and turned over to an editorial committee to be prepared for the press at a meeting in Northfield, Mass, in August, 1943.

Before that, the New Testament committee had held 31 meetings occupying 145 nine-hour days, but this was only a small part of the members' work.

Each book of the Testament was assigned to one or two members of the committee to prepare a revision, which was copied and sent to every other member for study, verse by verse, before a full committee meeting.

Dr. Moffatt had the task of preparing new drafts of each book in the light of decisions reached at committee meetings. Mimeographed co-

pies of these were sent to all members, again were studied and again given a verse perusal at committee meetings.

Finally, members of the Old Testament section of the committee were given an opportunity to study a revised set of mimeographed drafts and to register their dissent, if any, from any proposed changes.

The scholar who prepared the new version worked entirely without compensation and none needed persuasion to accept the assignment.

"It was a job that so clearly needed to be done," Dean Weigle explained, "that we all considered it an honor to be able to work on it."

Almost at the outset of the project the committee decided unanimously that it would not make public any portions of the new version for comparison with existing Bibles, but would wait until the entire New Testament was published.

The committee feared that changes in familiar passages, when lifted from their context, might awaken questions which could only be answered when the revised standard version could be viewed as a whole.

LIFE'S PROBLEMS

In these days of confusion and uncertainty, there are many who think that if our economic problem could be solved, then indeed would life be free from anxiety and apprehension.

Alas, those who so think forget that there are countless problems that would continue unsolved. Human nature would reminds with its medley of conflicting motives. There would remain the inner hurt produced by the open grave with its baffling mystery of life and death; there would remain the necessity for adjustment and understanding between husband and wife, between parents and children, between employer and employee, between friend and neighbor. And above all else, would remain the eternal choice between values. The whole problem of what makes for healthy and creative living is eternally with us.

In a perfectly functioning economic order people could wound each other; they could be unkind, unjust, dishonest, and vulgar in taste, just as they are now. In our haste to build Utopia, therefore, we need to remind ourselves that the discipline of the individual is even more essential than the regimentation of economic forces. Man's supreme concern has ever been with the abiding springs of action in the human heart.

—W. Waldemar W. Argow.

VICTORY THROUGH FAITH

(The Watchman-Examiner)

I recently sat in the presence of a mother whose sons are overseas in the thick of the fight. She was a woman who had gained poise and patience and sweetness through the years of close association with God (which is the only way such graces can be attained), and I who had hoped I might be brave when my time came to say good-by and Godspeed to my own sons, listened eagerly and attentively to what this mother had to say.

I had not been at all certain of myself. I did not know how I could bear the parting. I had forgotten the promise that "as thy days, so shall thy stregnth be," and as too often I had done before, I was crossing the rickety bridge of tomorrow and finding it weaving perilously beneath my feet.

This mother was speaking quietly to a group of women who had been talking of the war and the part women are having in it, and they were marveling at this particular mother's bravery and courage, and had said as much to her. She sat still, her worn hands folded quietly in her lap.

"No one," she said, "loves her sons more than I do. God knows the hardest thing I ever was called upon to bear was to see them go; to say good-by to them. I was no braver than any of you mothers. I wept in secret over that parting; I prayed for strength to be brave for their sake and my own.

"I had long been familiar with the precious promises," she continued. "I had claimed those promises for myself, but I must have failed to claim them where my sons were concerned, or I would not have been carrying such an anxious heart. I had always tried to remember that God has promised to be with me always, but evidently I was limiting his power to be with my sons over there. Otherwise I would not have been so overborne with trouble.

"I arose from my knees,' she went on, "with comfort in my heart that has not left me for one moment since. I am able now to say, 'Your will be done, Lord. Whatever comes, my sons are in your care. They are with you."

She stopped speaking, a bit embarrassed that she had spoken at such length, but the light upon her face was not of the land or sea. It was simple faith shining there so radiantly that we in the room were awed before it, and we knew a great truth had been propounded in our presence. I, for one, lighted my own lamp that had been burning low, at that white steady fire, and I have come to know something of victory through faith. I am striving to carry the thought in my heart of victory coming the right way-through God's power, for through our faith in that power, I know that this alone is the way of peace. "This is the victory . . . even our faith."

I wish that every soldier who is fighting courageously for his country and his home could have heard that mother as she spoke; could be made aware of that unseen Comrade by his side. Those far-away soldiers would understand better the source of their

own courage in battles; their inner strength to move forward fearlessly through dangers ahead.

The Christian fathers and mothers at home are praying, and I venture to say that those who make no claim to Christianity are also praying through these days—simple, earnest, sincere prayers, and prayer starts a working force that no power on earth can stay. "The promise is unto you, and to your children . . ." "And, lo I am with you always, even unto the end . . ."Oh, parents, let us cling to these wrods! Only thus can we find comfort and peace; only thus can we gain the victory!

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FAR AWAY

Let me live in a house away from the road where the cars and the trucks go by; where the noise and the din and the rattle of tin, ring loud through the midnight sky. Where the siren shrieks like a fire alarm and backfires like a cannon roar. I've sold that shack and I'm not going back to live there any more.

The maple that stood where it looked so good, with seats beneath its shade, was hit by a truck—it was my hard luck—when the brakes failed down the grade.

The sparkling spring with its babbling brook that flowed through the meadow green, along its brink looks a bit like ink, and it smells like gasoline.

I'd like to live by the side of the road and be a friend to man; and freely give of the life I live, but I don't believe I can.

I've lost my nerve watching "Dead Man's Curve," where the maimed and dying call, where through the night from a glaring light strange ghosts dance on my wall.

I'm moving back from that old race track, from the din and the traffic's roar, to a little home where the roses bloom and the birds sing 'round my door; where the trees in bloom give a sweet perfume—a part of an infinite plan; where the sun shines bright and I sleep all night and feel like a friend to man.

—Claremore, Okla., Credit Bureau.

LOOK UNTO THE ROCK

(The Indiana Freemason)

In times of stress and strain we are prone to overlook and neglect some of the commonplace, though supremely important things in our national life. American idealism is overlooked and neglected today. It has always been a dominant factor in our American life. In years past it was the foundation upon which much of our national diplomacy was founded and around which our national policy was built. Belief in God; righteousness exalteth a nation; a world free from war; freedom for all peoples of the earth; are only a few of our national concepts which form the warp and woof, upon which is woven American idealism.

Today, the universal demand and persistent urge is that we win the war. To this task each and all must solemnly set his hand and dedicate his heart. Nothing short of a full and complete victory for the Allied forces over the opposing hosts of darkness and destruction must be considered or permitted this time. We must devolop a toughness, thoroughness and military might sufficient to win the war. However, we must not lose sight of an idealism which, in the hour of victory, must give us a new world, a better world, and a world in which the sons of future mothers will not be called upon to draw the sword or prime the rifle.

Winning the war without translating the ideal of peace into an actuality will be no better than losing the war. If the present war fails to outlaw war and is permitted to serve as a breeder of future wars, then those who are giving their lives upon the far-flung battle-fields of the world, die in vain.

Where shall we turn? To what shall we look? What Idealism shall we espouse? Here is the answer. Recognition of the fatherhood of God; practice of the principles of the brotherhood of man; devotion to righteousness, freedom and justice.

They are so common-place we take them for granted. They are so plain and fundamental that we dislike to waste thought upon them. But they form the basis upon which future world relationsships must be built. God still reigns even if the smoke of battle discourages one to even look towards His throne. Freedom, justice, liberty, and equality are actualities, even in a world where they are threatened with destruction. They form the rock upon which our idealism as a great nation must ever rest. Let us not forsake, overlook or momentarily neglect our idealism. Rather, "let us look unto the rock from whence we were hewn and into the hole of the pit from whence we were digged."

———:———

The broad-minded see the truth in different religions, while the narrow-minded see only the differences.—Chinese Proverb.

THE SCUPPERNONG

(Farm News)

The famous "Lost Colony" of Fort Raleigh on Roanoke Island in North Carolina is now but a buffeted legend on the winds of time. Nothing living remains as evidence of this historic spot of the first white settlement on the American coast but a grapevine.

Perhaps the mystery of the disappearance of Virginia Dare, and the rest of the storied tragedy of 1587, might be solved if this old scuppernong grapevine—the famous Mother Vine of Manteo—could talk!

Reputed to be the oldest living grapevine in America, it was said to have been brought over by these first colonizers sent on their ill-fated mission by Sir Walter Raleigh.

The thousands of cuttings since taken from this mother vine have formed the basis for one of the most popular grape crops of the South. It is a prolific producer. Its unusual flavor and odd bunching habits of three and four berries make it handy in wine production.

At the home of the mother vine near Manteo, N. C., is a 125-acre vineyard built up from cuttings of this famous pioneer variety. In this vineyard are 10,000 scuppernong vines watched over and cared for by Tull Lennon, who recently joined with three others on North Carolina's eastern shore to set up the only exclusive scuppernong winery.

Mr. Lennon figures to average a bushel of grapes to the vine. The old mother vine, rambling from its giant, gnarled trunk over nearly an acre, often yields 150 bushels.

With new tractor-powered cultivating tools Mr. Lennon supervises the regular between-the-rows soil stirring. Once a year, in the spring, a disk harrow is used to cut in the weeds and winter debris. This is the only fertilizing the vinyard receives. The soil is ideal—a rich sandy loam. The vines are pruned in autumn after the leaves fall, and nothing is done to deter growth from then until the next October or November.

This delicious, thick-skinned grape is growing in favor. It is a type of muscadine grape and remained unnamed, despite its early American origin, until 1811 when the name scuppernong is said to have been applied by Dr. Calvin Jones, a noted naturalist.

Dr. Jones took the name of the grape from the Scuppernong River along which many plantings had been made since the vine was first naturalized here in colonial days.

———:———

You may avoid criticism by saying nothing, doing nothing, and being nothing.

"DOES GOD LIVE HERE?"

(The Baptist Messenger)

It was a little old dilapidated farmhouse, with spacious but unkempt grounds and a tumble-down picket fence that had never seen a drop of paint. A stranger came walking along the dusty road, opened the gate, and walked up the path to the low door and knocked.

The farmer's wife answered the door. She expected to see a neighborhood friend, but it was a stranger standing there. He asked "Does God live here?"

The woman was preplexed and dumbfounded, and did not answer. Again the stranger asked, "Does God live here?" But the woman was so confused that she could not answer. And the third time the man asked, "Does God live here?" But there was no answer, and instead, the woman slammed the door and ran out of the back of the house. The man shook his head, turned and walked away.

At the barn, where the husband was working, the wife told him excitedly of the strange visitor. The husband blustered and floundered for words. He finally said, "Well, didn't you tell him we belonged to the church?"

"No," answered the wife conscientiously, "that wasn't what he asked"

"Well, didn't you tell him I'm a deacon, and you're a member of the Woman's Missionary Society!"

But she answered, "No, that wasn't what he asked."

Together they pondered over the strange visitor, and the meaning of his mysterious question. And they came to the conclusion that they had only been playing with their pretentions, and that their home was not a place where God could live.

Centuries before there was a state, or a school, or a church, homes were instituted as places where men and women should live together in love and happiness; where children should be reared into worthy lives. But many enemies threaten the home today—disrespect, disloyalty, lack of Christain atmosphere, little religious training, little or no Christain literature. Many parents have become lax in their discipline; in the fear of being old-fashioned, they are permitting their children to do things that are not only questionable, but often demoralizing and dangerous.

Onr homes need to get back to God's standard. We need to exalt the sacredness of the marriage tie; we need to make our homes a place of sobriety, uprightness, and unfailing love. This sacred institution should be a place so cleansed of filth and dilapidation, so improved with honor and righteousness, that no stranger need ask, "Does God live here?"

———:———

The optimist proclaims that we live in the best of all possible worlds, and the pessimist fears this is true.

WHAT DO YOU PRAISE?

By Zelia M. Walters

When we read in newspaper or magazine of some flaming deed of courage in this battle for the soul of humanity, we utter our words of praise in the hushed voice of reverence.

"I can't say anything about it," said one when we heard of the heroic deed of one of our neighborhood boys. "There aren't words to say how I feel." And as we met that day the message traveled from one to the other. No one said much; our hearts were a silent hymn of praise to this young hero whom we had once thought a commonplace boy. We meet this everywhere we go—this attitude of praise and gratitude to these boys who are bearing the burden for us.

But sometimes, alas! we hear another kind of praise. Here is a man telling how smart his neighbor has been in getting more gasoline than his rations allow. Here is a woman, bewailing the horrible hardship of getting less butter and meat, and telling admiringly of the cleverness of the black market in letting people have what they need.

Certainly, praise is a revealer of character. What do we habitually praise? What do we find admirable? Noble thoughts, heroic deeds, selfless characters, beauty in nature and art, love and faith working out in the affairs of men. If our praise flows out spontaneously to these things, that reveals that we too aspire to the heights, that we find kinship with the Divine in the life about us. Or do we ever praise low cunning, smart dishonesty, a flouting of moral foundations, brute force, careless cruelty? Nations have turned their admiration to these base things and have brought destruction with them.

But while what we praise reveals character, it goes farther back than this. It also creates character. To turn our thoughts in appreciation and praise to noble and beautiful things, sets a pattern in our own minds so that goodness and beauty recreate their image there.

Of mercy Shakespears wrote, "It blesses him that gives, and him that takes." Praise is like that too. It blesses the giver with quickened sensibility, larger generosity, a warmer kinship with the overbrooding Divine Thought. And it blesses the receiver with a new faith in himself, a hardened determination to do even better, and a feeling of love and loyalty to one who understands and appreciates. Especially let us praise children whenever their egorts deserve it. Children sometimes seem so adrift in a strange cold world, where all the grown-ups are so remote and perfect they can never sympathize with the child's experiments in life. To give a word of deserved praise is like holding out a helping hand on a dangerous path. And how the child responds to it with an eagerness to merit the confidence of this discerning friend.

Mrs. Willard, the mother of a notable family, was asked in her eightieth year what she would do differently with her children if she had her life to live over. She answered, "I

would blame less and praise more."

We may do this wise thing today. We may send out our benison to those who strive for any high ideal. And the blessing will come back to us.

———:———

A committee is a group of people who keep minutes and waste hours.

———:———

DO SOMETHING FOR OTHERS

By Grenville Kleiser

Said Mrs. Wiggs, "The way to get cheerful is to smile when you feel bad." In those twelve little words is the best remedy for the blues.

Notwithstanding his years of suffering, Robert Louis Stephenson could say, "Only to trust and do our best, and wear as smiling a face as may be, for others and ourselves."

Live one day at a time. "Happy the man and happy he alone, he who can call today his own; he who, secure within, can say, 'Tomorrow, do your worst! I've lived today.' "

When you are cheerful in your present circumstances, you will be averse to all solicitude as to the future, and will meet the problems and perplexities of daily life with a placid smile.

Trials, temptations, disappointments —all these are helps instead of hindrances, if you use them rightly. They not only test the fibre of character, but strengthen it. Every conquered temptation represents a new fund of moral energy. Every trial endured and weathered in the right spirit will make you nobler and stronger than you were before.

The man who smiles and radiates good cheer, who makes life happier wherever he meets it, is always a man of vision and of faith. He sees the blossoming flower in the tiny seed, the silver lining in every cloud, and a beautiful tomorrow in the darkest today.

As Theodore Roosevelt said, "We have but one life here, and what comes after it we cannot with certainty tell; but it pays no matter what comes after it, to try to do things, to accomplish things in this life, and not merely to have a soft and pleasant time."

Gardner Hunting, in his inspiring book, "Great Reward," urges us to do something for the other person and note the uplift in our own life.

"Going out of our way," he says, "to plant courtesy and kindness and service is the shortest way to our own benefit. If you do not believe it, try it; if your affairs are going badly, do something for somebody else."

UNCONDITIONAL SURRENDER

(Industrial News Review.)

When the late President Roosevelt and Prime Minster Churchill issued the "unconditional surrender" ultimatum to the German and Japanese nations, the world was thrilled. But as the fighting became more and more bitter and as more and more British Tommies and American G. I.'s gave up their lives, sentiment changed, and many persons in high quarters said that "unconditional surrender" was costing too much.

But we know now that had we negotiated with the Germans, they would have been in shape to start another war within less than a quarter of a century. While the European war was costly in human lives, our only hope to establish a peace of permanence was to conquer the German nation.

Reports are heard from time to time that Japan is sending out peace feelers, but if we take notice of them, then we tie our hands in setting up a world organization for peace. It is "unconditional surrender" for the Japanese, just as it was for the Germans.

The United States government, however, in an effort to soften the Japanese popular resistance, is preparing to give the people of that now very unhappy land a detailed definition of what "unconditional surrender" does and does not mean.

Here is the definition of what it does mean:

1. The disarming and disbanding of all Japanese armed forces.

2. The breaking up for all time of the Japanese General Staff, military and naval, which has dictated and dominated the Tokyo Government.

3. The removal or destruction of all Japanese military equipment.

4. The elimination or control of all Japanese industry that could be used for military production.

5. The bringing of all war criminals to just and swift punishment.

6. The exaction of reparation in kind for the wide-ranging destruction wrought by the Japanese during the past 14 years of its war in the Pacific.

7. The wiping out of all the repressive legislation, organizations, and institutions imposed upon the Japanese people by the military clique.

8. The removal of all militarist influences from public office and from the cultural and economic life of the Japanese people.

9. The introduction of any other measures in Japan which the Allies may consider to be neccessary to the future peace and safety of the world.

As to what "unconditional surrender" does not mean, it will be made very clear that it does not mean the destruction or wholesale punishment of the Japanese people, just as it did not mean this for the German people.

In other words, the definition of unconditional surrender will say:

"It is not our purpose to destroy the people of Japan, but only when Japanese militarism has been wiped out will there be a hope for a decent life for Japanese, and a place for them in the family of nations."

If this message can be placed in the

hands of the great mass of the Japanese people—those millions who are suffering now—there is reason to believe that the war can be shortened by months and perhaps years.

SOUND THINKING ON RECONVERSION

(Stanly News and Times)

As the war draws toward its final stage, clear thinking is essential if the things we have fought for, or against, are not lost in the shuffle.

The most important development since V-E Day is the announced policy of the War Production Board, as presented in the report of Chairman Krug. It sets forth the principles that will govern the decisions of the WPB during the reconversion period, and stands out as a document of history making importance. It affirms faith in free enterprise. It rejects the idea of government planning, in the sense of control by blue print, can be as effective or lead to as desirable ends as private planning. It takes its stand on the simple ground that government regulatio n administiation and control would impede and slow up the reconversion process and diminish production and employment. The keynote is the declaration that it is necessary to get rid of regulations and productive limitations as quickly as possible. They automatically put ceilings on initiative, imagination, and resoucefulness, the very qualities the country will need most if we are to have a resilient and rapidly expanding economy after the defeat of Japan.

"As the cutbacks increase," says Mr. Krug, "some areas are bound to experience unemployment. In many areas, time will solve such dislocations —as peacetime industries start up and hire workers; but in some areas, special measures taken to maintain employment would merely postpone the eventual day of reckoning—as for instance a war boom town which is greatly expanded because of a particular war plant with little or no postwar future. We must prepare to meet such emergencies when they are real; but we must also be prepared to resist the pressure when they would only delay necessary readjustments."

Mr. Krug's position is eminently sound. Business and labor both can take heart from his statesmanlike utterances. As between efforts to shelter people from inescapable readjustments, and policys relying upon government economy and individual enterprise to establish a sound general prosperity, the advanage is all with the latter. Special measures for the benefit of some people of cummunities are at the expense of others, while policies designed for the general benefit help all go forward together.

RUSSIA NEEDS US AND WE NEED HER

(Selected)

"For every reason of immediate and long-time self-interest, Russia and the United States should stand together, support each other and cooperate to their mutual advantage," declares Stanley High in "An Open Letter to the Russians" in the July Reader's Digest.

Convinced that "between the United States and Great Britain the foundation of agreement and understanding is broad and deep," Mr. High urges unity of purpose among all three great Allies as indispensable if the end of this war is to be peace and not just another armistice.

Only two Russian policies could be serious threats to peace, the letter says, one being territorial aggrandizement, in which case "a Russian collision with ourselves and Great Britain would be almost inevitable," the second being the attempt "to proselytize the world on behalf of revolutionary Communism." The author concludes that it is difficult to believe that either fear can materialize.

At stake in the jointly won victory, he writes, is the release in every land of man's free spirit and its creative employment, and the deliverance of the world's people from the fear of future war. With both Russia and the United States holding before their people the same promise of a constanly rising standard of living, a long peace is imperative if that promise is to be filled. But, the letter notes, "in the case of Russia, which economically, has farther to go, has a less developed industrial plant and has suffered immeasurably greater losses in the war, this need for a long peace is not far short of desperate." Citing in detail the damage sustained by 150 million acres of Russia's best land and to the greater proportion of her industrial potential, Mr. High observes that Russia's leaders must know how this gigantic task of reconstruction could be speeded up "if, through aggreement, the United States and Britain could put their productive shoulders to the Soviet wheel." Achievements of American engineers and use of American industrial machinery in pre-war Russia are recalled.

While noting the wide dissimilarity between the two governments, the letter pleads for better understanding on the part of each nation for the other, and enumerates many particulars in which their people are alike. Among these are a common economic self-sufficiency, lack of need for additional territory, and geographic security. "Both countries are young, ambitious and abounding with pioneer energy and imagination. The Union which the Soviet's sixteen 'autonomous' Republics comprise is as much a melting pot as ours." These common characteristics, the author holds, account for the fact that the average Russian instinctively likes the average American. The let-

ter recalls, in quoting Walter Lippmann's U. S. Foreign Policy, that "Russia and the United States have usually, each in its own interest, supported one another in critical moments of their history."

The Soviet government has been badly informed, Mr. High says, if it is unaware of the great measure of American good-will and friendliness toward the Soviet Union. "There is not the slightest basis in fact for Russian mistrust of the United States."

———:———

The woman who drives from the back seat of the car is like the man who cooks from the dining room table.

———:———

WANTS GENEROSITY

(Statesville Daily)

At the hour of surrender, General Gustaf Jodl, chief of the German general staff, expressed the hope that the victors would treat Germany's people and her disarmed forces "with generosity."

We can safely promise that the Allies will show the Germans far more generosity than they deserve, infinitely more than the Nazis displayed towards those whom they vanquished.

We will not herd the people of German villages into a church and saturate it with gasoline and set fire to it, machine gunning all who try to escape.

We will not set up extermination camps and torture to death all who have different political beliefs than ours.

We will not shoot or hang innocent hostages for the mischief done by an undiscovered enemy criminal.

We will not deliberately and maliciously starve and mistreat our prisoners of war.

We will not hang innocent Germans to lamp posts in German cities in order to instil fear and unquestioning obedience into the rest of the population.

We will not permit our occupation forces to engage in wholesale plundering, rape and murder. Isolated instances may occur, but these will be swiftly punished.

These are a few of the barbarities the Germans stand charged with, and there is unassailable proof that the charges are true. We will be generous and not visit on them the horrors they perpetrated on others.

But we fervently hope that every one of them guilty of atrocities will be treated not with generosity but with stern, swift justice. Let there be no delay in bringing them to trial and punishment.

SUNDAY SERVICE AT THE SCHOOL

Rev. R. C. Whisenhunt, pastor of Trinity Reformed Church, Concord, was scheduled to conduct the regular afternoon service at the School last Sunday. Shortly after the closing of our morning Sunday school period, we learned that he would be unable to meet this appointment, due to the fact that it was necessary for him to be absent from the city. Superintendent Hawfield then called Rev. James W. Fowler, pastor of Kerr Street Methodist Church, Concord, and in his usual gracious and obliging manner, he stated that he would be glad to conduct the service.

For the Scripture Lesson, Rev. Mr. Fowler read the closing verses of Christ's sermon on the mount, as found in Matthew 7:24-29. He selected the twenty-fourth verse as the text for his message to the boys—"Therefore, whosoever heareth these sayings of mine, and doeth them, I will liken him unto a wise man which built his house upon a rock."

The speaker first told the boys of a visit to New York City, at which time he made a tour of the famous Radio City, even going to the top of the R-K-O Building. He said that upon looking down from the roof of this bulding, more than seventy-two stories high, the people and automobiles moving about in the street below resembled tiny insects. As he stood there, he said that he wondered why the strong winds did not tear down this great structure. The answer is that it is anchored in solid rock to a depth of several hundred feet.

So it is in life, continued the speaker. Life is so complex today, so very different from what it was even twenty-five years ago, that men sometimes become bewildered as to what is the right thing to do. This life of ours, like the tall building, must have a firm foundation. If we are to build a fine and beautiful life, we must be certain that we build upon a strong foundation. Our lives can find no safer anchor than is described in the words of the beautiful old hymn, "The Rock That Is Higher Than I."

If a boy builds his life upon sin and persists in evil doing, said Rev. Mr. Fowler, the great trials that constantly beset mankind, will most certainly destroy it. Such lives are as houses built upon the sand, and are easily washed away.

Rev. Mr. Fowler then stated that in the erection of a building—great or small—it is absolutely necessary to have plans, in order that everything may be properly fitted into place. The life of a true Christian must be built according to the plans of Jesus Christ. There are no substitute plans. If this is done, such a structure will withstand all the storms of life, and it will stand through out the boundless realms of eternity.

On the other hand, said the speaker, it is foolish for a man to try to build his life without following the Master's plans. Such a life is worthless, and, like the house built upon the sand, will be completely swept away.

We are living in a fast-moving age, continued Rev. Mr. Fowler. When James Watts, many years ago, built the first steam engine, little did he

dream that today a powerful steam engine could pull a train of cars loaded with thousands of tons of material. Nor did he think that in 1945, thousands of people would be killed and injured in wrecks of such trains.

The man who discovered glycerine, valuable in compounding medicines, did not know that when other chemicals were added to the glycerine, it would develop into the powerful TNT, a highly-destructive product which is killing hundreds of thousands of people in the great war we are now waging.

Rev. Mr. Fowler pointed out that sometimes education can be dangerous. It frequently makes man more proficient in evil practices. Real mental efficiency comes only by mixing mental alertness and a high class of morality. We are all born with the capacity for character, but it has to be developed.

In training a horse to jump over hurdles, said the speaker, we begin by making him jump over very low ones. As his ability to jump develops, we raise the hurdle higher and higher. It is the same with boys, he added. We call on them for more and more each day in order to bring out the best in them. They are simply called upon to climb higher. While they are yet young, we are trying to teach them, when they come to serious obstacles in life, to be able to go over them.

Rev. Mr. Fowler told the boys that as a man travels the great highway of life, he may stumble and fall many times. However, it is not the number of times a person falls that counts but the number of times he gets up again, and goes on to higher and better things.

In conclusion, the speaker urged nis listeners to be sure to make the right choice in building character. Each person must choose for himself. He must either build upon solid rock and be successful, both in this life and the life hereafter, or he must build upon the sand, and simplw amount to nothing.

———:———

A smile costs nothing but gives much—
It takes but a moment, but the memory of it usually lasts forever.
None are so rich that can get along without it—
And none are so poor but they can be made rich by it.
It enriches those who receive
Without making poor those who give—
It creates sunshine in the home,
Fosters good will in business
And is the best antidote for trouble—
And yet it cannot be begged, borrowed or stolen, for it is of no value
Unless it is freely given away.
Some people are too busy to give you a smile—
Give them one of yours—
For the good Lord knows that no one needs a smile so badly
As he or she who has no more smiles left to give.

—Author Unknown.

COTTAGE HONOR ROLL

Week Ending July 15, 1645

RECEIVING COTTAGE

Lawrence Allen
Thomas Brantley
Charles Brown
Ralph Cranford
Samuel Dill
William Hammond
Harry Matthews
Rodney Mintz
James Perkins
Charles Reeves
Frank Westmoreland
Charles Young

COTTAGE No. 1

Hubert Black
William Britt
Horace Collins
Worth Craven
Calvin Davis
Thomas Everhardt
Robert Holbert
A. J. McCraw
Clay Shew
Harry Thompson
Benson Wilkins

COTTAGE No. 2

John Allen
Harvey Arnett
Louie Ashe
Charles Byrd
Walter Byrd
Hanie Cothrin
Rufus Driggers
Robert Furr
Bruce Honeycutt
Gerald Johnson
Donald Kirk
Chester Lee
Howard Manus
Barney Mills
Robert McDuffie
Harold McKinney
John McLean
Stanford McLean
James McMahan
James Norton
Knox Norton
William Phillips
Hayes Powell
Melvin Radford
Van Robinson
Russel Seagle
Jimmy Sneed
Kermit Wright

COTTAGE No. 3

Charles Allen
James Arrowood
Craven Callihan
Joe Case
Herschell Duckworth
Robert Duncan
Charles Earp
Lindsey Elder
James Graham
Earl Greene
Jack Hensley
Emory King
Cecil Kinion
Robert Lee
Lawrence Littlejohn
Samuel Lynn
Jack Oliver
Clifton Rhodes
Thomas Staley
William Ussery
Paul Wolf
Clyde Wright

COTTAGE No. 4

Phil Batson
Leonard Bradley
John Fine
Jeter Greene
Eugene Hudgins
Robert Hogan
Hobert Keaton
Roy Miller
W. C. McManus
Jimmy Parker
Leroy Pate
Garnett Quessinberry
Paul Stone
Jimmy Smith
Brady Tew
Edward Vanhoy
Leslie Winner
Eugene Watts

COTTAGE No. 5

Patrick Ford
William Walls

COTTAGE No. 6

Coy Creakman
J. C. Cayton
Thomas Childress
Richard Davidson
Keith Futch
Fred Ganey
John Gregory
Earl Gilmore
Clyde Hoffman
Robert Mason
Nolan Morrison
Jerry Oaks
Charles Sellers
Robert Walters
Leroy Wilkins

COTTAGE No. 7

Robert Bradbury
Claywood Sparrow
David Brooks
Charles Cox
Carlos Faircloth
Huburt Pritchard
Ray Naylor
Jerry Peavy
Jack Phillips
Kirk Putnam
Robert Shepherd

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Grey Brown
Liston Grice
Eugene Peterson
William Poteat

COTTAGE No. 10

(No Honor Roll)

COTTAGE No. 11

Odean Bland
Donald Bowden
Earl Brigman
Robert Elder
William Faircloth
Alvin Hilton
Arlon McLean
Edward Morgan
James Phillips
Alvin Porter
Maxie Shelly
Ray Shore

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

William Andrews

COTTAGE No. 14

Charles Blakemore
Everett Bowden
Clyde Bustle
Hugh Cornwell
William Ferguson
Howard Hall
Howard Holder
William Lerschell
Reeves Lusk
James Milloway
Landon McKenzie
John Roberts
William Rogers
Grover Schuler
Jimmy Shook
Jerry Smith
J. H. Smith
Thomas Stallings
James Spence

COTTAGE No. 15

George Brown
Jack Benfield
Jack Crump
Jack Greene
Marcus Hefner
R. V. Hutchinson
James Knight
Harvey Leonard
Gordon McHan
Hilton Reid
Robert Rivenbark
Alvin Steward
Dewey Smith
Zeb Presson

INDIAN COTTAGE

Ray Covington
James Chavis
Tom Chavis
Alton Hammond
Allen Hammond
Morrison Jacobs
Clyde Lochlear
Weldon Lochlear

INFIRMARY

William Brooks

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JUL 28 '45

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THE UPLIFT

VOL. XXXIII CONCORD, N. C., JULY 28, 1945 No. 30

DON'T TELL ME

Don't tell me what you will do
When you have time to spare;
Tell me what you did today
To ease the load of care.

Don't tell me the dreams you have
Of conquest still afar;
Don't say what you hope to be,
But tell me what you are.

—Grenville Kleiser.

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The Uplift

A WEEKLY JOURNAL

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S. G. HAWFIELD, Editor — LEON GODOWN, Printing Instructor

THE DAY'S RESULTS

Is anybody happier because you passed his way?
Does anyone remember that you spoke to him today?
This day is almost over, and its toiling time is through;
Is there anyone to utter now a kindly word of you?

Did you give a cheerful greeting to the friend who came along—
Or a churlish sort of "Howdy," and then vanish in the throng?
Were you selfish, pure and simple, as you rushed along your way;
Or is someone really grateful for a deed you did today?

Can you say tonight, in parting with a day that's slipping fast,
That you helped a single brother of the many that you passed?
Is a single heart rejoicing over what you did or said?
Does a man whose hopes were fading, now with courage look ahead?

Did you waste the day, or use it? Was it well or poorly spent?
Did you leave a trail of kindness, or a scar of discontent?
As you close your eyes in slumber, do you think your God can say
You have earned one more tomorrow by the work you did today?

—Unidentified author in Detroit Free Press.

TRAINING SCHOOL SCOUTS AT CAMP CABARRUS

During the week of July 15th-22nd, the boys in the Scout troop at the Training School had the grand experience of spending a week at Camp Cabarrus. They were accompanied by Mr. John D. Corliss, who is Scoutmaster. The boys returned to the school on Sunday, July 22nd, and all reported that they had had a swell time.

At the conclusion of the camping period four of these Scouts had attained the rank of Life Scout. These were: Bruce Sawyer, David Prevatt, J. D. Perkins, and Jack Oliver.

An unusual distinction came to two of the boys. J. D. Perkins and Jack Oliver were invited to join the Order of the Arrow. This represents an outstanding achievement on their part. It is an evidence of their ability to display the qualities of good campers and the ability to work at responsible duties without complaint or without having to be constantly cautioned and admonished.

During the time when the boys were in camp they won first place in inspection each day. Early in the day every unit was given close inspection concerning the making of beds, general houskeeping, and the cleanliness of the premises. The Training School boys having had a background of experience in these duties were able to surpass the other Scouts in camp. It is greatly to the credit of the boys that they lived up to the highest expectations in this respect.

During the week at camp Mr. Adams, Mr. Liske, and Mr. Hawfield and others from the school visited them and carried them fruits, milk and cold drinks.

In every way the week at camp was a highly sucessful one for the boys. Every boy earned for himself several merit badges and advanced standings in the Scout program. All of their experiences were fine and wholesome, and all of them have already contributed their part towards the development of sturdy citizenship and worthy character. The school officials were greatly delighted that the boys had this experience and association with other Scouts in the Central North Carlonia Council.

The Scouts from the Training School were as follows: Billy Andrews, Craven Callahan, Ralph Cranford, Sam Dill, Bobby Flinchum, Billy Hammonds, Harry Mathews, John McLean, Stanford McLean, Jack Oliver, J. D. Perkins, James Phillips, David Prevatt, Hilton Reed, Bruce Sawyer, William Whistnant, Robert Wilkins and Leroy Wilkins.

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FRIENDS OF TENTH COTTAGE BOYS PRESENT FAVORS

In the last few days the boys in Cottage No. 10 have been unusually fortunate in having presented to them several favors. These presentations have been made by friends who have visited in their cottage and have had a heartfelt desire to bring to these boys some

extra cheer and happiness. Those who have done this have been impressed with the fact that these boys are full of possibilities, and they have anticipated a fine spirit and a feeling of appreciation by these boys.

Recently Mr. Paul Crane, who is connected with the Internatiuonal Flour Mills Company, and who is an expert bakeryman, presented all the boys in Cottage No. 10 a copy of the New Testament and the Psalms. Mr. Crane visited the school early last spring, and he expressed a desire at that time to do something that would help the boys toward better living. After considering the situation he decided that the gift of the New Testament would be most appropriate. In return, each boy was asked to learn from memory the 15th Psalm, and when all of them have completed this, the Testaments will be presented. The Testaments have already arrived at the school.

Recently Mr and Mrs. B. L. Cathcart gave the boys of this cottage an unusual treat consisting of cookies, hot dogs, rolls, and cold drinks. Mr. Cathcart is employed at the Concord Bakery, and he and Mrs. Cathcart have on numerous occasions manifested an interest in the boys of this cottage. On July 18th, they brought the refreshments out to the boys and enjoyed the pleasure of watching them dispose of all of the refreshments. Mr. and Mrs. Cathcart have done this before, and they have the deepest appreciation of the boys for their courtesies.

Just the other day Pfc. William Young, who is a former resident of Cottage No. 10, gave the boys of the cottage a candy treat. William is one of the former boys who made an excellent war record. The boys appreciated his kindness. Pfc. Young received an honorable discharge from the army, after having been awarded the Purple Heart for wounds received in action in Italy.

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THE PRICE OF PEACE

At the present time, the Senate of the United States, which is the treaty-making body in our national government, is on the threshold of sanctioning the new world charter which was drawn up at San Francisco several weeks ago. Two of the outstanding contributors

to this charter, Senator Tom Connally of Texas and Senator Arthur Vandenburg of Michigan, presented the merits of the new charter to their colleagues in the Senate this week.

At this time it seems that the sentiment in the Senate for the adoption of the charter is overwhelmingly in its favor. There seems to be a strong possibility that not more than six out of ninety-six votes will be cast against the charter. This, of course, is thrilling news to the people of the United States and especially to those people who, twenty-five years ago, ardently hoped and prayed for the approval of the League of Nations, which was presented to the Senate by President Wilson.

Senator Connally, in his speech, made the following statement: "The other nations are still fearful of the United States. They know that the League of Nations was slaughtered here in this chamber." Again in a dramatic sentence filled with unlimited tragedy, Senator Connally used these words: "Can't you see the blood—there it is on the wall (of the Senate)." In this sentence he was talking about the price of peace which had been paid for by the blood of heroes, some of the finest young men in the nation, and of the men in all the world. These brave heroes who have passed into the Great Beyond have made their contribution, and to them life meant everything, but they were called upon to make their sacrifice because of the folly and the obstinancy of some of the leaders in this nation twenty-five years ago. It is, of course, the hope of our people today that there will never be a repetition of the great bloodshed which we have witnessed in recent years.

No doubt the price of peace in future years will continue to be great, but all should remember that wars, too, have their great price and that there is "the price of past mistakes." Recently in the Congressional Record there appeared a speech by Daniel A Reed of New York, and in his speech there occurs this statement:

> Records show that from the year 1500 B. C. to A. D. 1860, more than 8,000 treaties of peace meant to remain in force forever were concluded. The average time they remained in force was two years. These broken treaties were not made by the people themselves nor by their representatives, but by rulers with the power of life and death over their people and with power to make and break treaties and to make war. The result of such vast powers, usurped by ambitious rulers, has left a record

of only 227 years of peace during a period of 3,357 years. It is estimated by one eminent authority that more than fifteen billion persons have sacrificed their lives in the wars of historic times.

One of the opponents of the present world charter is Senator Hiram Johnson, of California, and he was one of the bitterest isolationists in the Senate twenty-five years ago. He cast his vote against the present charter in the committee hearing, and the accusation that is being made against him is that his only reason for doing so is that he means to be consistent with his record of many years, and also that he means to be stubborn and obstinate in the face of all sentiment and logical reason. After twenty-five years of confusion and chaos, and now without rhyme or reason, he still would block the pathway to world peace if it were possible. Shame on Mr. Johnson, that he could behold the fine young men of this country and the vast resources expended in the European struggle and yet not be able to see the light; but how wonderful it is that so many people in America have changed their viewpoint and that now we are to enter an era of unprecedented peace and brotherhood.

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EXCERPTS FROM COMMISSIONER'S REPORT TO THE BOARD OF CORRECTION

On July 18th, the Board of Correction and Training for the correctional institutions of North Carolina held a quarterly meeting, and this was held at the Eastern Carolina Training School at Rocky Mount.

In his report to the Board of Correction Mr. Samuel E. Leonard, who is Commissioner of Correction, made the following report concerning the Jackson Training School:

> Possibly the most noticeable improvements, because they can be seen by the eye, are the physical improvements. At the Jackson Training School, these improvements have been steady and continuous. No special appropriation has been made but the improvements to the buildings on the Jackson campus have been tremendous. Starting with the school building and going through the dormitories and the central building there have been room changes, scraping of floors, painting of walls, repair-

ing the plumbing, ceiling the basements and making them more livable with light-colored paints. Great improvement in the laundry was made when a hot water tank was installed and connections made to all washers. The campus has been greatly improved with gravel roadways and flower beds. Recently a boulder was blasted at the front of the Administration Building and this removal made a splendid parking space. Board fences have been erected about the grounds and these improve the general appearance of the place. Pastures for stock have been extended so that much land not suitable for cultivation is now useful. A hay dryer has been installed in the loft of the big cow barn which will cure hay immediately after it is cut and placed in the barn. Jackson Training School without fanfare and publicity has done much in the improvement of its physical plant and it has done it with its own force.

Elsewhere in his report Mr. Leonard made the following statement:

As much as the physical improvements have been, there is even more improvement in the attitudes of the children and what we term "spirit" of the schools. Naturally cleaning up the places has helped but our superintendents have emphasized more and more the purposes for which the schools exist, that is for the boys and girls themselves. I'm not saying there isn't more progress to be made but I do say tremendous progress has been made in the teaching programs (education), in the feeding programs (health), and in the moral and religious programs (Christianity). We still have runaways and we will always have them. The numbers could be cut down tremendously if we could eliminate our mentally deficient boys and girls. This cannot be done until more room is provided at Caswell Training School. I mentioned runaways because that is one of our biggest problems. Discipline on the various campuses is a small problem if we eliminate the runaways. It is natural for boys and girls to respond to kind treatment and they have that treatment in our schools.

I have visited many training schools throughout the United States, in fact most of the schools on the Atlantic Seaboard, many in the middle west, and some in the far west; and I know our own North Carolina schools show a freedom and happiness not observed in all the schools I have visited. Considering the homes from which most of these boys and girls come, I would say without hesitation that the boys and girls are fortunate, indeed, to be sent to one of our North Carolina training schools.

A word should be said about the staffs at the schools. These

people are poorly paid and there are no minimum hours specified for a day's work. It is not always the work but the fact that there is practically no time off that is possibly the hardest part of it all. Ofentimes in the night a staff member is called out of bed to assist a boy or girl. It is not unusual at all for a staff member to be on duty fourteen hours a day. Oftentimes work has to be doubled up because of the absence of another staff member, yet there is no time-and-a-half pay. I wish it were possible for the Board to recognize in some way the consecrated work that these men and women perform for humanity.

* * * * * * * *

STILL OPPOSED

Senator Hiram Johnson, a Republican of California, was one of the leading figures in the United States Senate in the fight against the ratification of the League of Nations 25 years ago. Much has happened to the world since that time, but little seems to have happened to his thinking.

It is the general opinion of the masses of the people that if the United States had joined the League of Nations, the present conflict could have been avoided. That is a matter of conjecture, but at least the people of this nation think that so strongly that they overwhelmingly favor the ratification of the United Nations charter, adopted at San Francisco some weeks ago.

The foreign relations committee, of which Johnson is a member, conducted hearings last week on the charter, and then voted on whether to recommend its approval to the Senate. The first vote taken was 20 to 0 for approval, but four senators were not present when the vote was taken. One of the four was Senator Johnson, and so he made a special trip to the Capitol to vote "no" on the measure. The other three senators cast their votes for approval, and so the vote stood 23 to 1.

We have heard of no statement made by Senator Johnson regarding the matter, but we wish that he would make one in order that we may confirm our belief that he voted against the League of Nations because of blind political prejudice and our suspicion that he is taking the same stand now because of pure stubbornness.

—The Stanly News & Press.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Items of Interest

By Thomas Stallings, 8th Grade

Lately the boys here at the School have been receiving an abundant supply of peaches. They appreciate these very much.

Mrs Childress started teaching on Friday of last week. She certainly seems to know what she is doing.

Mr. Bass is back at the School after spending the week-end with his mother. We are glad to have him back.

The two most popular sports here at the School are baseball and swimming. The boys enjoy these very much.

The show last Thursday night was "Lost in a Harem," starring Bud Abbott and Lou Costello. It made a big hit with the boys.

Letter writing day will be sometime next week. All of the boys are looking forward to it.

Liston Grice, linotype operator who went over to work for "The Concord Tribune" nearly three months ago, is getting along just fine. So far there has been nothing but good reports on him.

We have been receiving especially nice grapes lately. We enjoy these very much.

The officers and boys who work in the cannery have been very busy lately canning peaches, tomatoes, squash, etc. All of the boys of the work lines have been working in the cannery for the last few days.

Eighth Grade Boys Broadcast

By Thomas Stallings, 7th Grade

On Tuesday morning, July 17th, a group of eighth grade boys from the Training School went over to Radio Station WEGO, Concord, to sing. This was the fourth program sponsored by the Jackson Training School, and the subject of the talk was "The Work of the Printing Department."

To begin the program two boys, Tommy Cottrell and Harvey Leonard, sang "Old Black Joe." Then a group of boys sang "My Old Kentucky Home." Mr. Leon Godown, our printing instructor, then made a talk on the work of the printing department. He told what type of work the boys do in this department and how long it takes them to learn this trade.

The boys who took part in this program are as follows: Edward Renfro, Barney Mills, Robert Lee, Tommy Cottrell, Harvey Leonard, Garmon Hubbard, Kenneth Staley, George Hill, Jack Gentry, and Thomas Stallings. They were accompanied at the piano by Mrs. Frank Liske, one of the staff workers at the School.

Cubs Have Picnic

By Jack Gentry, 8th Grade

At four o'clock p. m., Tuesday, July 17th, the Cub Scouts went on a picnic. The den mothers were with the cubs. They were Mrs. Dotson, Mrs. Liske, and Miss Baird who substituted for Mrs. Tomkinson. They

went to Camp Cabarrus and arrived there about 4:40 o'clock. They were met and greeted by the Boy Scouts of this school.

The Cubs who went were: Edward McCall, Nolan Morrison, Bobby Joe Duncan, Robert Mason, Billy Hawkins, Richard Davidson, Jesse Hamlin, Keith Futch, Clay Shew, Carl Goard, and Tommy Childress.

They all enjoyed the games played by the cubs. They played leap frog, cock-fighting, and racing. Then they discovered four kinds of trees. All were given points. They saluted the flag, and were assigned a place to eat. Deviled eggs, cookies, sandwiches, potato salad, pickles, milk and peaches were served. Everyone enjoyed the picnic supper.

Then some Scouts from the other places put on a "Water Front Show." It was about the way to save a person who was drowning, the correct way of canoeing and the incorrect way. Then a campfire was lighted. The Cub winners' names were called out. Keith Futch received first place, Richard Davidson and Bobby Joe Duncan tied for second place. Some other Cubs from Concord got third place.

Songs were sung and stories were told. Everyone enjoyed a pleasant, well-spent afternoon.

Visitors To Ninth Grade

Tuesday afternoon the boys of the ninth grade had three visitors who were relatives of Mr Hines, our 9th grade teacher and principal.

These visitors were Mrs. Bernice L. Lee and Miss Katherine Lee, of Riverside, California and Mrs. Ethel White Clinard, of High Point, N. C.

They were here during our devotion and the rehearsal of our play, "Kidnapping Betty," given by the boys of the ninth grade "Dramatics Club."

After their visit these ladies returned to High Point in order to get an early start back to Riverside. We were very glad to have them visit us, and we hope to have them back again.

Boys on Program

By Thomas Stallings, 9th Grade

Last Thursday night Mr. Haw- took three boys over to Concord when the Royal Arcanum met for its regular monthly dinner. These boys were: Jack Gentry, William Poteat, and Gerald Johnson. Jack Gentry and William Poteat "'brought down the house" with a clever duet on harmonica and spoons. Gerald Johnson gave a humorous reading. An article concerning these boys appeared in "The Concord Tribune," July 20th.

Friday Afternoon Assembly

By John Allen, 9th Grade

Right after the grades had come into the school auditorium, the program began wth a song, "America," by all. The Scripture, Psalm 24, was then read by Ray Edwards, followed by the Lord's Prayer by the entire group.

Next the boys of the ninth grade sang three songs entitled "Follow the Gleam," "Stepping in the Light," and "The Royal Banner."

Following this were two recitations by the entire ninth grade. They were, "Eldorado," and "The Sea Gypsy." Then we had two recitations by individuals.

After this the play, "Kidnapping

Betty was given by the boys of the ninth grade "Dramatics Class." The characters were the same as in the morning play.

Friday Morning Chapel

By Thomas Stallings, 8th Grade

To begin the program everyone stood and sang "America." Ray Edwards then read the Scripture, Psalm 24. Then we had the Lord's Prayer. We had special songs by the eighth grade. Tommy Cottrell and Harvey Leonard sang "Old Black Joe." Then a group of nine boys sang "My Old Kentucky Home." Afterwards we had choral readings by boys of the eighth grade. These were "April Weather," "A Summer Morning," "Autumn,' "An Indian Summer Day on the Prairie," and "A December Day." Then we had individual poems. These were "Blacktail Deer," by Zeb Presson," "Do You Fear the Force of the Wind?" by Frank Westmoreland; "If Once You Have Slept on an Island," by Jack Gentry; "I Meant to Do My Work Today," by Gray Brown; "Lost and Found," Edward Renfro; "Butterfly Adventure," by Barney Mills; and "Afternoon On a Hill," by Thomas Stallings. Then the play, "Kidnapping Betty," was given by the boys of the Ninth Grade Dramatics Class.

The cast of characters is as follows: Dan Fielding (owner of the Fielding Farm) William Poteat; Nat Meadows (Betty's peppery father) John Allen; Bud Simpson (a lively youngster working for Dan) Kenneth Staley; Betty Meadows (the new school teacher) Charles Allen; Mollie Fielding (Dan's aunt) Jack Benfield; Joanna Fielding (Dan's snappy little sister) Gerald Johnson; and Sally Perkins (the neighborhood gossip) Raymond Cloninger.

WORRY TABLE

Some careful observer of life has constructed a "Worry Table." He has classified various types of worries, and through considerable research has determined which are most popular among the large number of professional worriers. Here is the list:

Worries about disasters which, as later events proved, never happened—40 per cent.

Worries about decisions in the past that cannot be recalled or remedied—30 per cent.

Worries about possible sickness that never came—12 per cent.

Worries about children and friends—10 per cent.

Worries that have a real foundation—8 per cent.

—Sunshine Magazine.

CORRECTIONAL SCHOOL HEADS HIGHLY LAUDED

(The Charlotte Observer)

Superintendents of North Carolina's six correctional institutions received formal praise today for their "ambitious" work during the past two years in a report ordered by Commissioner Samuel Leonard at a meeting of the State Board of Correction and Training.

The board, holding its quarterly meeting at the Eastern Carolina Training school in Rocky Mount, re-elected C. A. Dillon of Raleigh chairman, Dr. W. A. Stanbury, Winston-Salem, vice chairman, and Leonard, commissioner. Dillon and Dr. Stanbury were re-elected for one year terms; Leonard will serve for two years.

The six superintendents, all of whom were chosen since the reorganization of the state's correction and training program in 1943, were cited in Leonard's report for "effective work" in bringing about improvements at every institution.

All six were re-elected by the board as follows: S. G. Hawfield, Stonewall Jackson Training School at Concord; William D. Clark, Eastern Carolina Training school at Rocky Mount; Reva Mitchell, State Home and Industrial school (Samarcand) at Eagle Springs; Mrs. Maude R. Jimison, Dobbs farms (formerly the farm colony) at Kinston; Paul R. Brown, Morrison Training school at Hoffman, and Mae D. Holes, state training school for Negro girls at Rocky Mount.

"Tremendous progress" was reported in teaching programs, feeding programs, and in moral and religious programs at the schools, and emphasis was placed upon improvement evident in the attitudes, "spirit" and happiness of the approximately 822 childern cared for durning 1944-45.

Declaring that he has visited many training schools throughout the United States and most of the schools on the Atlantic seabord, Leonard told the board, "I know our own North Carolina schools show a freedom and happiness not observad in in all the schools I have visited. I would say without hesitation that the boys and girls are fortunate, indeed, to be sent to one of our North Carlonia training schools."

Physical improvements at each institution were reviewed in detail in Leonards report, with special emphasis given to a $12.000 renovation and improvement plan at Dobbs farms, where the State Budget commission gave the commissioner a mandate to "clean up the place." Painting, general repair work, renovation, and landscaping have been done at each institution, Leonard said.

The state's system of correction and training was reorganized in 1943, when Governor Broughton appointed a full board to have overall supervision of the six instutions as a unit. Prior to that time, each school was managed by a seperate executive board responsible only to that institution which it served.

Executive committees for each

school were elected by the full board as follows:

Stonewall Jackson Training School: J. J. Barnhardt, Concord; Dr. W. Marvin Scruggs, Charlotte; Mrs. Howard G. Etheridge, Ashville.

Eastern Carlonia Training School: J. C. Braswell, Rocky Mount; Gordon C. Hunter, Roxboro; W. N. Harrell, Wilson.

State Home and Industrial School (Samarcand): Dr. Stanbury, Dr. A. M. Proctor, Durham; Susie Sharp, Reidsville.

Dobbs Farms: Dr. Rachel D. Davis, Kinston; Dr. W. Houston Moore, Wilmington; Gertrude Weil, Goldsboro.

Morrison Training School: T. A. Haywood, Rockingham; H. P. Taylor, Wadesboro; Mrs. Thomas L. Riddle, Sanford.

State Training School for Negro Girls: Chairman Dillon, James H. McEwen, Burlington; Mrs. Clarence Heer, Chapel Hill.

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WAR

There is no glory to it!
All is filth and slime;
Those who have managed to come through it
Call it man's worst crime.

War holds no touch of splendor
Man would choose to boast.
All ordered out to slay, to tear and render
Detest it most.

Seldom a soldier sits to pen a letter,
But he declares:
"Surely there must be cleaner ways and better
To settle men's affairs."

No single voice around the world defends it.
All's horror, filth and crime.
God grant this furious, heartless struggle ends it
For all time!

—Edgar A. Guest.

HERO STUFF

(Sunshine Magazine)

An interesting story in human relations is told by Grady Cantrell, well-known radio devotional commentator, who stems from the life of "Nature." In common with the tendencies of free and easy boyhood, young Cantrell found amusement and satisfaction in bantering any defenseless minority. But it remained for his father, the commentator now admits, to cure him of his "incivility." Here is his own story:

"It happened in Kansas forty years ago. Among the twoscore pupils in the little country school were two little Negro boys. They were nearly always in rags, but looked as though they had just been thoroughly scrubbed by their mother. A bunch of us older boys enjoyed tormenting them. We hurled not only taunts, but sticks and pebbles—not to hurt them, but for our satanic amusement. We took a special delight in jerking their ragged shirt-tails through holes in their torn trousers, and shouting at them, 'Why don't you buy some clothes?'

"My father was the teacher. The Negro boys did not complain to him, which surprised us. But father had observed our antics, and he had noted those of us who were participating. One day, at the close of school, calling each by name in a kindly voice, he asked us to remain. When all the others had gone, father stood before us perfectly silent for a few moments. Then, in a very gentle manner, began.

" 'I have noticed,' he said, 'that you boys have been having some fun at the I think, I understand.' Then he paused, and looking searchingly at each sed, and looked searchingly at each one. 'I was a boy once, just like you. Robert and James are different from the rest of you. They are dark, and you are white. They are poorly clad, and you have an abundance. And there are only two of them, while there are many of you.

" 'You boys are full of energy, and eager to work it off; and you are bigger than Robert and James.' Father smiled, but his eyes shot fire as he said, 'Few of us ever pick on something bigger than we are, for few of us are made of hero stuff!'

"Father let that sink in. We boys felt pinned to our seats. That remark about 'hero stuff' went clear through me. We had simply made the two little Negro boys our victims because we were bigger, and there were more of us—and they couldn't help themselves. What cowards we were!

"But father continued. 'I don't suppose it ever entered your mind that you are hurting Robert and James —just having some fun—for yourselves. But, boys, suppose this school was in Africa, and you were the only white boys among a lot of bigger and older black boys. Then you would be the ones who were different, and they would be the ones in the majority—the ones in power. You would be helpless and defenseless—just as Robert and James are here. And if they made all manner of fun over you, you couldn't do anything about it, and you would feel that you were despised and hated. You would propably cry your-

selves to sleep at night—with a bitterness in your hearts that would make you wish that you had never lived."

"Father knew he had reached our hearts. Suddenly he smiled again. It was an understanding smile. 'Well, boys,' he said, making a little gesture that was a sort of good-by salute, 'that's all.'

"But from that day on Robert and James enjoyed life in that school in the same ratio that all human beings should enjoy life, as set forth in the first thirty-six words in paragraph two of the Declaration of Independence.

"And I, for one, had learned an abiding lesson in human relations."

A NOTABLE EXAMPLE

Martin Neomueller does not accept and preach some things which we believe to be fundamental to a full scriptural program. He does, however, merit praise from everyone who loves a hero. He not only endured for some four years the privations and hardships of a German concentration camp, but the persistent and cunning efforts to persuade him to renounce his Lutheran faith.

Dr. Neomueller continued true to his beliefs and to his own people until the United Nations' forces liberated him. Then he chose for the text of his first sermon, "The mountains shall depart and the hills be removed, but my mercy will not abandon you." (Isaiah 54:10), a fitting basis for a message by one who had endured so much, rather than deny his faith or surrender the right to express it.

Editor Roy Smith, of the Chicago edition of The Christian Advocate, well says, "We predict that Martin Noemueller will become in the course of the next two or three years one of the most powerful individuals in Germany. His courage, his unequivocal stand, his demonstrated opposition to all things Nazi, and the great confidence in which he is held throughout the world mark him as one around whom the forces of decency can gather for the days of reconstruction just ahead."

We call attention to this modern hero of the cross, not only as an expression of appreciation for a great soul, but to suggest to Baptist ministers the eternal truth which the great evangelical preacher of Germany has so forcefully brought anew to the public mind, namely: Stand unflinchingly before every demand of prince, prelate or potentate who would have you compromise your Lord's truth for the sake of personal gain. Let others ridicule you and ostracize you, but stand adamant against all innovations which can never advance your Lord's work.

—Western Recorder.

CERTAINTIES OF FAITH

(The Baptist Courier)

Does Christian faith have a positive word about immortality and the life beyond? Yes, the New Testament has many great, glowing affirmations concerning life beyond the grave.

In this meditation we center our thought upon the calm assurance which the Apostle Paul records in 2nd Corinthians 5:1 "For we know that, if our earthly house of this tabernacle were dissolved, we have a building of God, a house not made with hands, eternal in the heavens."

"If our earthly house of this tabernacle were dissolved . . ." All of us realize that these earthly houses that we live in—our bodies—will be dissolved. They are being dissolved now. The ravages of time and disease are leaving their marks on them. Several years ago Century Magizine carried the following item: "John Quincy Adams at the age of eighty years was walking down the streets of Boston one day when he met an old friend who shook his trembling hand, and said 'Good morning, how is John Quincy Adams today?' 'Thank you, was the ex-President's reply, 'John Quincy Adams is quite well, quite well, I thank you. But the house in which he lives at present is becoming dilapidated. It is tottering on its foundation. Time and seasons have nearly destroyed it. Its roof is pretty well worn out. Its walls are much shattered, and it trembles with every wind. The old tenement is almost uninhabitable, and I think John Quincy Adams will have to move out of it soon. But he himself is quite well, quite well." Yes, we realize that these houses that we live in are being torn down, but Christian faith declares that isn't the last word. Listen: "For we know that, if our earthly house of this tabernacle were dissolved, we have a building of God, a house not made with hands, eternal in the heavens."

Christian faith watches the deterioration of the house of clay and says calmly: "For this corruptible must put on incorruption, and this mortal clay must put on immortality. So when this corruptible shall have put on incorruption, and this mortal shall have put on immortality, then shall be brought to pass the saying that is written, Death is swallowed up in victory, O death, where is thy sting? O grave, where is thy victory? The sting of death is sin; and the strength of sin is the law. But thanks be to God whch giveth us the victory through Jesus Christ. Christian faith looks into an empty tomb in Joseph's garden and then turns to gaze into the face of the living Lord and repeats with quiet confidence: "But now is Christ risen from the dead, and become the first fruits of them that slept. Christ the firstfruits; and afterward they that are Christ's at his coming."

Years ago when I was pastor in Sherman, Texas, a young man of our congregation who was a hunch back had a special seat made so that he could drive a car. He had endeared himself to our two small daughters by taking them for a drive every

evenng. Then the first terrible flu epidemic swept the land, and Sanford was one of the first in our town to be taken. I was in France, and my wife wrote me how perplexed she was about telling the older—then two and one-half years—that her friend was dead. "Dead, Mother, what is dead?" The mother explained, "He was sick, and God took him home to heaven." The child's face brightened and her eyes shone with a new light as she cried out, "Oh, Mother, his back is straight now—his back is all straight." In "The building of God, the house not made with hands, eternal in the heavens," all physical handicaps are removed. There the lame walk, the blind see, bodies twisted and crippled by pain and disease are normal again.

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THE MUSIC THAT CARRIES

I've toiled with the men the world has blessed,
And I've toiled with the men who failed;
I've toiled with the men who drove with zest,
And I've toiled with the men who wailed.
And this the tale of my soul would tell,
As it drifts o'er the harbor bar;
The sounds of a sigh don't carry well,
But the lilt of a laugh rings far.

The men who were near the grumbler's side,
O, they heard not a word he said;
The sound of a song swept far and wide,
And they harkened to that instead.
Its tones were sweet as the tales they tell
Of the rise of the Christmas Star—
The sounds of a sigh don't carry well,
But the lilt of a laugh rings far!

—Strickland Gillilan.

KING'S X!

By Vern Godkin, in Good Business

Burton Blane bawled disgustedly. "Some more tomfoolery! Just another crazy idea to waste time and money. Write and tell them to count me out this time." He pushed a letter across to his secretary, who picked it up curiously. It was seldom Burton Blane allowed his temper to become disturbed.

June Lee glanced quickly through the three short paragraphs. The letter was from the director of the Summer Camp for Underprivileged Boys, saying that he was putting Blane down for his usaul contribution to the camp fund.

Blane colored slightly under June's frankly questioning gaze. "Oh, I know I sent them a check last year," he admitted, "but I'm through. All this big-hearted talk about helping the underprivileged in just a lot of bunk. You pay a lot of good money so that they can have a swell time running around in the woods, and what do you get for it? Nothing! Absolutely nothing! The young hoodlums come back and start tearing up your flowers, stealing your fruit, and breaking your windows! I'll bet they spend half their time at camp figuring out the mischief they're going to perpetrate when they get back to town. Well, they won't do it on my money again, anyway. Summer camps—bah! A better name would be 'Summer Scamps.' "

June picked up her notebook and the offending letter, and returned to her own little office. It was so unlike big, gruff, warmhearted Burton Blane to turn down such a request. A bachelor who who lived with his mother in a neat little house at the edge of town, he had always been interested in community projects, and belonged to several civic organizations. The present outburst, June knew, was occasioned by the mischievous work of a gang of boys playing pranks. But there was no use arguing with Blane.

For several minutes she sat in silent meditation. Suddenly an impish grin dimpled her face as she took the offending letter and carefully "misplaced" it in the bottom drawer of her desk. Then she left for lunch fifteen minutes earlier than usual, and made a hurried visit to a nearby office building.

The next day Allen Shores, president of the Humanity Club, of which Blane was a member, entered the office. Through the open door June heard sounds of noisy protestations. "You'll have to count me out!" "Sorry, Burt, but there's no backing down. You know that one of the club rules is that every member has to take his turn at the service tasks. Some of the others did it last year, and you're one of those whom the committee has chosen for this year. So you might as well be a good sport about it. Besides, I think you'll like it."

"B-but I don't know anything about the boys—I've never done—"

June started typing, and heard no more. But the next afternoon she learned that Blane would be away from the office for ten days.

"The Humanity Club has been furnishing some of the leaders for the Summer Camp," Blane explained to June disgustedly, "and they've pushed me into it this year. This means that I've got to waste ten perfectly good days when I might be accomplishing something worth while." And as he left the office he closed the door with more than customary emphasis.

June kept a straight face, but inwardly she felt a little wave of excited speculation. The plan was evidently starting to work.

A few days later, Allen Shores came into the office. June was alone. "Well," he grinned, "we smoked the old bear out. But what I came in to say is that wife and I are driving out to the camp tomorrow afternoon, and we wondered if you'd like to go along. We'll get a first-hand picture of things there."

It would be interesting, June thought, to see how Burton Blane was reacting to camp surroundings, and too, there were a couple of business matters about which she wanted to consult him.

As the car came to a stop among the trees, there was a strange silence, and Allen glanced at. his watch

"Rest hour," he explained. Then pointing to a group of cabins ahead of them, he said, "Each of those cabins houses ten boys and an adult counselor. Burt is the counselor for one. You wait here and I'll try to locate him."

A few minutes later he returned through the trees accompanied by a tall, muscular, sun-tanned figure clad in swimming trunks. As June stepped from the car, she had to look twice to make sure who it was.

"Hello, June," Blane exclaimed, an expression of surprise and pleasure in his face. "Say, this is—"

A loud gong interrupted, and almost immediately a mob of youngsters came rushing through the woods shoutnig, "You lost! You lost! You're sentenced to a ducking!" They quickly surrounded Blane and pulled him frantically toward the lake.

"Come along and see the fun!" Allen exclaimed, following the boys. And June hurried after them, wondering what was going to happen. She reached the scene just in time to see the boys push Blane unceremoniously off the dock. He landed in the water with a heavy splash. June held her breath with mingled feelings of fear and apprehension, waiting for the violent explosion that was bound to occur when he regained a footing on the dock.

But to her surprise, a smiling face broke through the surface of the water. There was a wild yell, and with a few powerful strokes Blane reached the dock and climbed out, only to be pushed back in again. Once more he came to the surface, let out a whoop, and gained the dock, but again to be pushed into the water. This time he came up to the ladder yelling, "Three times and out. Run for it, boys, I'm after you!"

Immediately there was a scramble for the shore, but Blane caught up with them and grabbed a youngster with each hand. There was a momentary tussle then cries of "King's X! Kink's X!"

Blane laughed boisterously, and let them go. Then catching sight of June standing on the shore, he called,

"Come back here, gang. I want you to meet a visitor."

They followed him to where June was standing, and eyed her with open interest. Blane said, "Gang, this is my—my— partner, June Lee. And, June, this is my gang. We're having lots of fun here, and after camp we're going to have some more too, aren't we, gang?"

"You bet we are, Dad!" they exclaimed in achorus. A minute later they scattered, and Blane stood grinning down at June.

"Did I understand them to call you 'dad'?" asked June. "And—did you say 'partner,?"

"One question at a time, June," he answered smiling. "Yes, I'm Dad Blane to them," and there was a note of pride in his voice. "They're a great bunch. And, you know, the funny part of it is that some of them are in the gang that's been raising hob around our neighborhood. I've had a chance to talk with them, and find that they are getting into mischief just because they haven't anything else to do. So when we get back to town we're going to organize a club and try to find our fun in a different way"

"We?"

"Yes, June; you and I are going to organize these boys. You see," and Blane drew closer as he modulated his voice almost to a whisper, "Allen told me all about it. I have you to thank for all this."

"Is that—the partnership?" asked June, shyly.

"With my time divided, I shall need a partner in the business." Blane was serious. He hesitated, and then added one word: "Until—"

"Until?"

"Until you consent to become my partner in life!"

"Oh, Burton—"

"And say!" exclaimed Blane enthusiastically, paying little heed to June's efforts to speak, "these summer scamps may turn out to be summer 'champs!'"

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THE LITTLE THINGS

In the present day of rush and drive there is serious danger of giving way to the temptation that we have not the time to devote to the little duties of being thoughtful and kind. Not everyone who needs a cup of cold water is calling out to the world. The little pauses we make by the way are not wasted time. A word of sympathy, some little act that shows a friendly interest, may help the next hour to move more lightly and swiftly. And it is one of the most beautiful compensations in this life that no man can sincerely try to help another without helping himself.—Exchange.

BOMBING SECRET WELL GUARDED

(Mooresville Enterprise)

One of the most closely guarded of all British war secrets was disclosed Feb. 20, when it was announced that the distant reading gyro-magnetic compass, the wizard robot which made possible the bombing successes of British and American bomb aimers was fitted to all long range bombers of the United States Army Air Force, the Royal Air Force and Dominion Air Forces.

The DRC as it is known to pilots who also call it "the brains of the modern bomber," not only controls "George," the automatic pilot, but also keeps up a constant stream of corrections to the high altitude bomb sights, radar devices, air position system and a multitude of other complicated equipment.

No matter how much the bomber has to twist and turn to avoid pursuing aircraft, the DRC constantly sends automatic corrections to bombsights so that no matter under what conditions the bombaimer has to release his bomb they will pinpoint the chosen target accurately.

The instrument is now being fitted to United States bombers for strategic and pin point bombing in other fields of operations.

The secret of this instrument has been carefully preserved since it was first invented at Farnborough research establishment, England, as early as 1930.

"We discovered it while we were working on pilotless aeroplanes on which we had been experimenting ever since 1920," C. J. Steward, Chief of Research and Development at the Farnborough Laboratories, said.

"We knew that ordinary compass would be absolutely useless under modern bombing conditions and we wanted something which would make accurate bombing foolproof under any conditions.

We perfected the device and kept quiet about it. In 1937 when it seemed that war with Germany could not be avoided, we turned the details over to the Automatic Telephone and Electric comqany, Ltd., who put it into mass production. However, it was not fitted to bombers until 1941 when it started to pay handsome dividends immediately.

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Are you downcast and discouraged? Try doing good to someone who needs help, courage and cheer. You will be surprised at the mental uplift it will bring you. You may never know the encouragement such kindness gives to the struggling soul. The highest worship of God is doing for others.—Selected.

A GREAT GENERAL

(Beasley's Farm and Home Weekly)

The Military achievement of General Eisenhower was a credit to himself and an honor to his country. No other American ever commanded so many American troops, and no commander in history ever had so great forces under his supervision. His strength in men and material was far beyond that of General Foch when he was Supreme Allied Commander. But the home-coming of General Eisenhower has revealed him as a human being of the caliber that Americans most admire. There is nothing of what we call the big I and the little you about him. In the great receptions that have been given him he showed his conception of his own place and his own achievements to be that of representativ aend servant of America. In his speach before congress he gave praise to everybody but himself, and gave it so simply and warmly that its ring of sincerity could not be doubted. Only big men achieve the simplicity of sincerity. From President Roosevelt and Mr. Churchhill, to whom he gave full credit as overall planners and directors, he omitted nobody, and least of all the soldiers under his command. And contrary to the attitude of smugness sometime seen in America, he went all the way in eulogziing the English people for the way they stood, not only when they stood alone, but when we stood by their side. The load which they had to carry as the training ground and base of American operations and their cordiality to all American soldiers the General said, was almost past description and elicited the lasting gratitude of the American army.

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There are only three steps leading to the place where perfect harmony lies, yet they are hard to climb. The first is to think kindly of one's neighbor. The second is to speak kindly to him. The third is to act kindly toward him. The reason they are so hard to climb is that we are so busily engaged in thinking well of ourselves, and acting in a manner which we think will do ourselves the most good.—Sunshine Magazine.
of ourselves, speaking well of ourselves, and acting in a manner which we think will do ourselves the most good.

—Sunshine Magazine.

FEARFUL COST

(Stanly News & Press)

In the early years of the war, cities like London, Rotterdam and Stalingrad suffered terrible punishment at the hands of the German air force, and little did the Nazis dream that their cities would ever suffer in a similar manner. But today German cities are being methodically blown to bits and burned to the ground by the mighty attacks of the Allied flyers. Only last week the RAF began to drop 11-ton bombs on targets in the Reich.

Ocer in Japan, her great cities are being burned out with a new type of fire bomb perfected in this country, and government officials have already ordered the evacuation of non-essentialtial civilians from these cities. As American fighting forces come nearer and nearer to the Japanese homeland, we may expect reports of further destruction.

The cost in human life to the German and Japanese nations is tremendous, and the cost in property even greater. If the people of those two lands can ever come to realize that they brought this punishment upon themselves, we need not fear them in the future. But they will seek to justify themselves, and in their own minds will do so.

Although the war is going well with the Allies, the principal cost to us at the present time is in human life. Reports indicate that more than 4,000 marines died in the Iwo Jima attack, and many others were injured. Last week Secretary of War Stimson revealed that over-all casualties for the war now stand at 839,589, with 180,671 of this number dead, and 100,139 missing. In the seven months of fighting on the western front 70,414 have been killed.

In computing the losses in the Pacific area, it was pointed out that 22 Japs have been killed for every American killed, which is certainly small comfort to those here at home who are directly affected.

Modern war is nothing more than economic suicide for a nation and actual suicide for the individuals who are in the fighting zones. The cost for the victor as well as the defeated is fearful, and if mankind fails to work out plans to live in peace in coming years, the world can look forward to final self-destruction.

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Some of us think we would be perfectly happy if we could do just as we like. But, don't you know, that to like what we must do has the same effect? The first is not always possible, but the second is. Instead of quarreling with our work, let us make friends with it. Let us learn to like what we must do, if we cannot do what we would like.—Sunshine Magazine.

NEWS OF FORMER STUDENTS

When William Peeden, one of our old boys, visited us a few weeks ago, he told us that James Henry Bell, of Wilson, another former student, had been killed in action while serving in the United States Navy. We contacted the welfare department in Wilson, and they confirmed William's statement. The statement coming from Wilson county officials was to the effect that Jimmie's parents had received notice from the War Department that their son had given his life for his country, but gave no date as to when the notice was received.

Jimmie entered the School, January 15, 1935 and remained here until January 15, 1937, when he was conditionally released to return to his mother in Wilson. During his stay with us he was in Cottage No. 10. His work experiences consisted of employment on the general outdoor work lines and in the bakery. Upon admission he was placed in the seventh school grade and had been in the seventh grade quite some time at the time of his release. On January 3, 1939, he was given an honorable discharge from further parole supervision. Jimmie was twenty-three years old on November 24, 1944.

During his stay at the School, Jimmie made a good record and was very popular with both the boys and officials of the institution. According to records available at present, he was the nineteenth former student to lose his life in the great world conflict in which this country is playing such an important part. We tender our deepest sympathy to the surviving members of this fine young fellow's family as they are saddened by the passing of one near and dear to them.

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In The Charlotte Observer, issue of July 13, 1945 there appeared the following short news item: "The tragedy of war has struck the second time in the Henry F. Knight family, of Kannapolis. One son, George, was killed in combat in Ie Shima, on April 16th. A few days ago, the parents received word from the War Department that another son, Thomas, was missing on a flight from Mindora Island to Luzon."

Thomas Knight entered the School, January 3, 1938, and remained here until February 2, 1939, at which time he was conditionally released to return to his home in Kannapolis. While here he was a member of the Cottage No. 12 group. During most of his stay with us he worked on the farm, but for a short time prior to leaving, he was employed in the library. He was placed in the fifth school grade upon admission and was in the sixth grade at the time of leaving.

After leaving the School, Thomas was an enrollee in CCC camps for about eighteen months. He enlisted in the Unted States Army Air Corps, January 20, 1941. He is twenty-two years old.

While his many friends here regret to learn of his being reported as missing, we still have hopes that more favorable news of this young man may be forthcoming at a later date.

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Harlan A. Winkler, a former student at the School, called at the Uplift office one day last week. He is now twenty-nine years old, and has devel-

oped into a rather husky-looking young fellow, with a most pleasant manner.

Harlan, who was better known as "Buck" among the folks at the School, was admitted to the institution, September 16, 1927 and remained here until August 8, 1931, when he was permitted to return to his home in Charlotte.

He was a member of the Cottage No. 5 group, and during the greater part of his stay with us, he was employed as house boy at the Administration Building. He was in the sixth school grade at time of leaving the institution.

For several months after returning to Charlotte, Buck had a regular distribution route for The Charlotte News, and we saw him quite frequently as he hustled around the streets of that city, selling papers. He told us that he attended school until he completed the tenth grade work.

He was employed by the Barnhardt Manufacturing Company and the Southern Asbestos Company for a while, and then for about one year he worked as truck driver for a produce company, hauling fresh vegetables and fruits from Florida to Charlotte.

Buck spent quite a bit of time in different CCC camps, and in the late 30's he received training in some NYA centers. He stated that he thought this was a fine opportunity for boys and girls.

In August, 1941, Buck enlisted in the United States Marine Corps, and received his basic training at Quantico, Virginia. After completing "boot" training, he took part in rather extensive maneuvers in this country, also in Cuba and the Panama Canal Zone. While in Cuba, in 1941, he contracted a severe case of malaria, and after spending quite some time in a hospital, he was given an honorable medical discharge in September, 1941.

After receiving his discharge, Buck returned to Charlotte, and drove a transfer truck for a few months, and worked at various odd jobs around that city. For the past nine months he has been employed by the Haverty Furniture Company, Charlotte, and covers a territory composed of Iredell, Mecklenburg and Union counties. He stated that he liked his work very much and was getting along nicely.

Buck also told us that he married a girl from Georgia a little more than four years ago, and that they have a daughter, aged three years.

As we talked over the time when he was just a little fellow, running about the School campus, Buck said that he would always consider the time spent here among the very happiest days of his life. He added that even when as far away as the Panama Canal Zone or in Cuba, he often thought of the various officers, teachers and matrons at the School, and how nicely they treated him.

We were delighted to see our old friend, Buck, and it was a source of real pleasure to learn that he was getting along so well.

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We continue to receive excellent reports concerning the activities of Master Sergeant Joesph B. Grooms, a former student at the School, who has been making a fine record as a member of Uncle Sam's fighting forces. The Charlotte News of Saturday, July 21, 1945, carried the following news item:

"Headquarters, 13th AAF, Philippines— M-Sgt. Joesph B. Grooms, a

13th AAF Pacific veteran, is returning to the United States after completing thirty-two months of duty in the South, Central and Southwest Pacific. As an aircraft radio section chief with the 'Long Rangers' heavy bomber group, Sgt. Grooms participated in ten major campaigns throughout the Pacific.

"Prior to entering the AAF, Sgt. Grooms was graduated from the Alexander Graham High School and was later employed by the Charlotte Radio Hospital and the Western Union Telegraph Company. He holds a Presidential Unit Citation and the Asiatic Pacific Campaign Ribbon with ten battle stars."

This is but one of the many items that have come from the Pacific battle areas in which mention was made of the outstanding service of our old friend, J. B., and his many friends at this institution are very proud of the splendid record he has made.

This young man, who is now twenty-six years old, left the School, January 21, 1936. We are glad to learn that he will soon return to the United States, and trust he will pay us a visit upon his return to Charlotte.

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Thomas Hamilton, of Mt. Holly, a former student at the School, called on us last Monday afternoon. He gave us some information concerning his activities during the past few years, as well as those of his brothers, Early and Columbus, who are also former students of ours.

Thomas entered the School, July 16, 1934 and he was permitted to return to his home, September 28, 1939. He was a member of the Cottage No. 6 group, and worked in the shoe shop and as plumber's helper during most of his stay with us. Upon admission he was placed in the first school grade and had advanced to the fourth grade at the time of leaving. His record while at the School was very good. A number of progress reports received concerning his readjustment at home indicated that he continued his good work after leaving the institution. He was given an honorable discharge from further parole supervision, January 1, 1943.

Since leaving us, Thomas has worked in a shoe shop, operated a shop for himself, worked in war work in Baltimore, Md., and in Wilmington, and also as a shoe shop worker in Florida. He stated that he hoped to soon be able to buy or lease a shoe repair shop and get back into business for himself. He had operated a shop for an older brother for more than a year and one-half, but that brother was recently discharged from service in the United States Navy, and resumed supervision of his shop.

Thomas told us that he had been married two weeks. His wife accompanied him on this visit.

We learned from Thomas that his brother, Columbus, has been in the United States Army for about two months. He spent the first three weeks at Fort Bragg, and was transferred to Camp Croft, S. C., where he is still located. Columbus entered the School, July 16, 1934 and was permitted to go back to his home, July 8, 1941. He was granted a final release, June 6, 1944. His record while at the School was very good and he continued to do very nicely after returning home. He, too, followed the shoe repair work up until the time of entering the Army.

Thomas told us that he was rejected

when examined for military service, as was his older brother, Early, who was a boy with us quite a number of years ago. He further stated that Early is married and has three children, and is now working for the Southern Railroad Company and getting along nicely.

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We recently learned through the columns of The Concord Tribune that Lloyd C. Pettus, formerly a student here, is now in the United States Marine Corps, and is located on the Island of Okinawa, where he is a patient in a hospital.

Lloyd entered the School, November 1.., 1939 and remained here until July 30, 1935. He was re-admitted, May 15, 1936 and was conditionally released, May 10, 1939. He is now twenty-two years old.

The item in The Tribune, dated July 22nd, reads as follows: "According to a letter dated June 10th, Corporal Lloyd C. Pettus was ill in a hospital on the Island of Okinawa. In this letter he assured his wife, the former Miss Kathleen "Dot" Small, of this city, that he had not been wounded. Corporal Pettus entered service with the USMC in November, 1943, and received training at the Marine base at San Diego, California. He was sent to the Pacific war area in May, 1944, and was assigned to the duty of fighting along with his buddies until the Marines land "and get the situation well in hand." When supplies arrive he takes over in the field kitchen and prepares "chow" for the others. He has ten battle stars including the Battle of Pelelieu."

We were sorry to learn that Lloyd was in the hospital, and trust that he may soon be able to rejoin his unit.

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OVERCONFIDENCE

An aged sexton of an old Scottish church greeted a youthful preacher coming to preach his first sermon. He was quick to observe that the young man was so puffed up with pride that he could "strut standing still." He knew, too, that pride goeth before a great fall and final failure. He wanted to help the young man but was brushed aside.

The young preacher mounted the pulpit with a sure step, high head and a confident air. The first few sentences of his discourse were like polished shafts. His voice was deep and reasonant. Then his voice faltered, he began to repeat, then forget, said the wrong thing and fumbled for words to make a show.

He finished in a fog of confusion and the congregation breathed a sigh of relief when the ordeal was over.

The young preacher came down slowly with bowed head and humble heart. With a sheepish grin he remarked to the old sexton, "It wasn't so good after all, was it?"

"Laddie," replied the old man, who had watched many preachers succeed, and a few fail, "if ye had only gone up as ye came doon, ye'd have come doon as ye went up."—Baptist Standard.

SUNDAY SERVICE AT THE SCHOOL

Mr. A. C. Sheldon, of Charlotte, visited the School last Sunday afternoon. He was accompanied by Rev. and Mrs. Guy Helms. The former, who is pastor of Central Baptist Church, Charlotte, was the guest speaker at our afternoon service.

Rev. Mr. Helms told the boys that for the Scripture Lesson he was going to read just one verse, Luke 23: 33—"And when they were come to the place, which is called Calvary, there they crucified him, and the malefactors, one on the right hand, and the other on the left."

The speaker began his remarks by calling attention to some mountain peaks mentioned in the Bible. When we think of Mount Sinai, he said, we think of Moses and the Ten Commandments. Mount Ararat brings to mind the great flood. This was the place where Noah's ark landed. While these occupy notable places in Biblical history, added the speaker, the most significant hill that could be called to our attention is Calvary, where Jesus Christ made such a great sacrifice for all mankind.

Rev. Mr. Helms told his listeners that he wanted them to consider the word "Calvary" in this manner:

C—This represents the curse that was lifted for sinners when Jesus gave his life for us.

A—Atonement. Jesus suffered terrible punishment and went to a most cruel death on Calvary, that all sinners might be saved.

L—Love. It was Christ's great and undying love for us that caused him to make such a sacrifice.

V—Victory. It was on Calvary that Jesus won the great victory over death itself. Today men are engaged in a great struggle to overcome the evil forces of the world. This can only be brought about by Christian faith.

A—Actual Sin Washed Away. The sin against God was taken away when Jesus died upon Calvary's cross.

R—Removal of sin. All men are guilty of sin, but this sin can be removed from our lives through the grace of God. Some of us who have accepted Jesus and have become associated with the church have not always done the best we could. But we can obtain forgiveness and go on and live real Christian lives.

Y—This letter, the speaker told the boys, means "You." Christ died for each and every one of us, and through him it is possible for all men to be saved.

In conclusion, Rev. Mr. Helms told the boys that we hear much in these days of warfare about memorials and monuments. The greatest monument any man can give to the world, he added, is to live a Christ-like life. That is the only possible way for nations to be able to get along without the horrors of terribly destructive wars. When men of all nations strive to live according to the teachings of the Master, the peoples of the world can live in peace.

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Keep good company and you shall be of the number.—Herbert.

COTTAGE HONOR ROLL

Week Ending July 22, 1945

RECEIVING COTTAGE

Claude Bridges
Charles Brown
Ralph Cranford
Samuel Dill
William Hammond
Clifton Kerns
Harry Matthews
Rodney Mintz
James Perkins
Charles Reeves
James Teague
Charles Young

COTTAGE No. 1

Hubert Black
William Britt
Horace Collins
Worth Craven
Calvin Davis
William Doss
Thomas Everhardt
Ralph Gibson
Edward Hambrick
Franklin Hensley
Robert Holbert
Jack Lambert
A. J. McCraw
David Prevatte
Clay Shew
Marvin Walls
Benson Wilkins

COTTAGE No. 2

John Allen
Harvey Arnett
Louie Ashe
Charles Byrd
Walter Byrd
Haney Cothrin
Rufus Driggers
Gerald Johnson
Donald Kirk
Chester Lee
Harold McKinney
John McLean
Stanford McLean
Hayes Powell
William Phillips
James Snead

COTTAGE No. 3

Charles Allen
James Arrowod
Craven Callahan
Joseph Case
James Christy
Robert Duncan
Talmage Duncan
Charles Earp
Lindsey Elders
Earl Greene
Robert Helms
Jack Hensley
Robert Jarvis
Emory King
Robert Lee
Lawrence Littlejohn
Samuel Lynn
Jack Oliver
Robert Peavy
Donald Redwine
Clifton Rhodes
Thomas Staley
Clyde Wright

COTTAGE No. 4

Phil Batson
Leonard Bradley
Charles Carter
Paul Carpenter
Hobart Keaton
Roy Miller
William Meadows
W. C. McManus
James Parker
Leroy Pate
Garnett Quessinberry
Paul Stone
James Smith
Brady Tew
Edward VanHoy
Leslie Winner
Eugene Watts

COTTAGE No. 5

James Buckaloo
Woodrow Davenport
Allen Gibson
Raymond Pruitt
George Swink

COTTAGE No. 6

Arthur Brooks
Thomas Childress
Richard Davidson

Keith Futch
Fred Ganey
William Hawkins
Clyde Hoffman
Clyde Hill
George Jones
Jerry Oakes
Charles Sellers
Leroy Wilkins
James Walters

COTTAGE No. 7

Robert Bradbury
David Brooks
John Hill
James Knight
Ned Metcalf
Eugene Murphy
Edward McCall
Jerry Peavy
Jack Phillips
Kirk Putnam

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Gray Brown
Fred Coats
R. C. Combs
Kenneth Dillard
Ray Edwards
Liston Grice
Richard Johnson
William Poteat
Edward Renfro
Thomas Wansley

COTTAGE No. 10

James Hensley
William Lane
Charles Lyda
William Mitchell
J. C. Michaels
Donald Stultz
Ray Taylor
Jack Williams

COTTAGE No. 11

Odean Bland
Donald Bowden
Earl Brigman
Robert Elders
William Faircloth
Alvin Hilton
Arlon McLean
Kenneth McLean
James Phillips
Leon Rose

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

Earl Allen
Fred Bostian

COTTAGE No. 14

Everett Bowden
Landon McKenzie

COTTAGE No. 15

Houston Berry
Jack Benfield
William Correll
Robert Flinchum
R. V. Hutchinson
James Knight
Harvey Leonard
Gordon McHan
Hilton Reid
Robert Sommersett
Zeb Presson

INDIAN COTTAGE

James Chavis
Thomas Chavis
Lacy Jacobs
Morrison Jacobs
Clyde Lochlear
Carl Lochlear
Weldon Lochlear

INFIRMARY

Dwight Murphy
Bruce Sawyer

———:———

Bob Burns, radio comedian, has advanced a new idea as to how to make your butter ration stretch to twice its length. Says Bob: "Mix a pound of butter with a pound of lard, and you can't tell the difference—it all tastes like lard."

THE UPLIFT

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GIVE ME A FRIEND

Give me a friend, and I'll worry along.
My vision may vanish, my dream go wrong;
My wealth I may lose, my money may spend,
But I'll worry along if you give me a friend.

Give me a friend, and my youth may depart,
But I'll still be young in the home of my heart.
Yes, I'll go laughing right on to the end,
Whatever the years, if you give me a friend.

—Author Unknown.

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S. G. HAWFIELD, Editor — LEON GODOWN, Printing Instructor

THE MAN WHO IS TWELVE YEARS OLD

There's a man that I know, and he lives near you,
In a town called Everywhere;
You might not think he's a man from his hat
Or the clothes he may chance to wear;
But under the jacket with many a patch
Is a heart more precious than gold—
The heart of a man 'neath the coat of a boy,
A man who is twelve years old.

We never may know what the future will make
Of the boys that we carelessly meet,
For many a statesman is now at school,
And presidents play in the street.
The hand that is busy with playthings now
The reins of power will hold;
So I take off my hat and gladly salute
This man who is twelve years old.

—Maurice Smiley.

OUR BULWARK OF STRENGTH TODAY

In all the world about us today there seem to be many sweeping changes, and they seem to forebode that there are other impending changes which may greatly disturb the equilibrium which we thought we possessed. The magnitude of these changes is such that unless our faith is anchored is some great and eternal truth or principle, we stand in grave danger of being lost in a whirlwind of uncertainties.

For instance, in the recent elections which were held in England, the Churchill government, which had weathered the storm of a devastating war, was overwelmingly defeated by British voters, and all this was to the great amazement of most of the people in America. Here we had regarded Mr. Churchill as the symbol and personification of the indomitable spirit of the English in their dark-

est hours. We thought, because he had rallied the people so ably against the enemy and had led them so successfully through the perilous years of warfare, that his return to power was inevitable. It seemed impossible for him to lose, especially at a time when his own personal popularity was at its greatest height.

However, as we now analyze the situation, it must be obvious to all that there were certain irresistible currents of thought which were so powerful that they would brush aside even the greatest leaders and the most popular heroes. Someone has explained the results of the recent event in England by the fact that there were among the British people in recent years millions of American soldiers. They associated with both British civilians and soldiers. These same American soldiers were the embodiment of the spirit of freedom and independence as it is enjoyed only in America. It seems entirely possible that these millions of soldiers unconsciously spread a gospel of liberty and freedom for the common masses such as we have here in America, and the result seems to be that this movement had unconsciously taken root among the British so that it flowered into a mandate in the British nation. Mr. Churchill, no doubt, is a great and capable leader who would deserve, throughout all the ages great peons of praise; but on the other hand, he was the leader of the Conservative Party in England, close to royalty and to the classes of nobility. The ascendancy of the Labor Party in that great nation is probably a manifestation of the signs of the times that the great masses of the people will speak their sentiments with resolute determination that justice and freedom shall be extended to all people. No doubt, in England in the past there has been far too much consideration and regard for inherited rights and privileges, and too much recognition of titled nobility in the ranks of earls, dukes, and lords. The net result seems to have been that the British soldiers were poorly clad, poorly fed, poorly armed, and poorly entertained. Furthermore, the results were that Great Britain suffered the loss of many of her fortified outposts of defense. For instance, Singapore was conquered by the Japanese at a time when the monocled leaders in charge of the army were reveling in extravagant pleasures. Northern Africa was on the verge at one time of being conquered by the Nazis while the Sir Lords of the British staff were entertaining themselves on

idle British warships lying at anchor. In fact, General Montgomery seems to have been the only British general who acquitted himself with exceptionally great credit. Furthermore, when America entered the war as one of the allies of Great Britain there was no British general who stood out as worthy of being chosen for the position of leader of the allied armies. Probably the British army had become so honeycomed with titled nobility that it was woefully weak in the techniques of warfare. Evidently the leaders of England were deserving of an awakening shock.

Many people in America have become greatly alarmed and disturbed because of what has transpired in England, when at the same time they should remember that what has happened probably represents Great Britain's greatest bulwark, and that is that the great masses of the people have spoken. No country is greatly in danger when the people themselves are able to speak their convictions and express themselves by free ballot.

All leaders everywhere should be able to realize that the world of yesteryear is gone forever. The tragic convulsion which is now only partly ended, has loosened many deep-rooted notions; it has wrecked many long-standing and long-accepted fallacies; and it promises to up-root the last vestiges of an era that should have died many years ago. Today in America we greatly pity the poor Japanese who glibly boast to themselves that their emperor is the son of heaven by inheritance and that it is a glorious deed to die in battle for him. Surely this is heresy of the rankest type, but it is likewise folly for any Britisher to assume that royalty or any other rank of nobility, by mere inheritance, makes one person greater than another. By mere inheritance no one is ordained to rule or dominate another. In the eyes of the Supreme Architect of the universe one individual ranks along with another, and the rights of the common man are pre-eminent to all other rights.

Here in America it is hoped that we shall continue to enjoy the privileges of free elections and the blessings of a government which is controlled only by the majority of the electorate. Under this dispensation our country will continue to be great and so powerful that it can withstand the curse of cartels and unscrupulous monopolies on the one hand, and the vilest storms of socialism and communism on the other hand.

The free expression of the people is our greatest bulwak of defense, and it is fashioned and directed by an educated and intelligent rule of the common people.

* * * * * * * *

SCHOOL PURCHASES NEW GRAIN THRESHER

Recently the School was able to purchase a brand new McCormick-Deering grain thresher. For some time we have needed this fine equipment, and we are greatly delighted that we have been able to make the purchase at this time.

The new thresher has all the latest attachments and conveniences. It is equipped with the wind-stack features which enable us to blow all the straw up on a high pile or into a barn loft. This equipment has been greatly needed at the School because in the last grain season we found it necessary to rent a thresher from one of our neighbors, and the rental had to be at a time convenient to him.

Since we now have the new thersher and a new combine, we are much better equipped in this respect.

Glenn Jenkins, another former student at the Schiol, was a member of Jack's troupe. He performed on the guitar, and displayed excellent musical ability. The boys were glad to welcome him, too.

* * * * * * * *

REFRESHING RAINS

During the last three or four weeks we have been greatly blessed by having plenty of rainfall. This came at a most opportune time. For several weeks we had suffered a most devastating dry spell that was beginning to do considerable harm to the corn, garden, and hay crops.

Since we have been having rain, the corn has been growing very fast. The prospective lespedeza hay crop has greatly improved, and if we can be fortunate enough to have some additional rains we have grand prospects for the hay crop. The rains of recent days have been a great blessing to all our garden truck, such as tomatoes, beans, okra, etc. We are also looking forward to a bountiful supply of watermelons, and this always brings great joy to all the boys here at the School.

JACK SPARKS, FORMER BOY, GIVES ENTERTAINMENT AT SCHOOL

On last Wednesday night, Jack Sparks, a former boy of the School, accompanied by other members of his troupe, presented at the School a stage show, which consisted of songs and string music.

We were delighted to have Jack return to the School, which he says meant so much to him in other years. It is probably no exaggeration to say that no person has ever been more enthusiastic about his profession or career than Jack is about performing on the stage. We hope for him the best of success and much happiness in his career.

His show was greatly enjoyed by the boys, and we thank him for this courtesy.

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of July 29, 1945

July 30—John Henry Smith, Cottage No. 14, 16th birthday.
July 31—Robert Driggers, Cottage No. 6, 10th birthday.
August 1—James Norton, Cottage No. 2, 15th birthday.
August 2—Walter Byrd, Cottage No. 2, 15th birthday.
August 3—Robert A. Wilkins, Cottage No. 5, 14th birthday.
August 4—Bruce Sawyer, Cottage No. 14, 15th birthday.
August 4—Willis Caddell, Cottage No. 13, 12th birthday.

Week of August 5, 1945

August 5—David Z. Kinley, Cottage No. 15, 14th birthday.
August 6—J. D. Perkins, Receiving Cottage, 17th birthday.
August 10—Elmer Earl Godley, Cottage No. 10, 18th birthday.
August 11—Carl Ranson, Cottage No. 15, 14th birthday.
August 11—Robert Lee McDuffie, Cottage No. 2, 15th birthday.
August 11—Alvin Porter, Cottage No. 11, 15th birthday.

WITH THE UNITED STATES ARMED FORCES

The following list includes the names, as they have come to this office, of members of the staff, former staff members, and former students of Stonewall Jackson Training School, who are now serving as members of the armed forces of the United States. It will be seen that four employees went into the service directly from the School campus. The others listed have, in some cases, been away from the institution for quite a number of years, joining the fighting forces several years after severing their connection with the School.

In checking over the list of our old boys, we find that practically one hundred per cent voluntarily enlisted in "Uncle Sam's" service, rather than wait to be called by the selective service system. It is also interesting to note that many of these fellows had been in their country's service several years prior to the Japanese attack on Pearl Harbor, December 7, 1941.

If any of our readers know of former Training School boys who are now in any branch of service, and can furnish definite information as to their present location, please notify the editor of THE UPLIFT, P. O. Box 32, Concord, N. C. We shall appreciate your co-operation.

Staff Members

Brausa, Ralph J. (Navy)
(d) Carriker, J. L. (Army)
Liner, James H. (Army)
Patterson, James L. (Army)
Query, Sgt. James L. (Army)

Former Staff Members

(d) Adams, J. E., Jr. (Navy)
Barrier, Major George L. (Army)
Cleaver, James A. (Navy)
(d) Hollingsworth, Jesse G. (Navy)
Parker, Lt.-Col. Samuel I. (Army)
(d) Poole, William E. (Army)
Wingate, Lt. W. J. (Army Air Corps)
Webb, James H. (Navy)

Former Students

Abernethy, Paul (Navy)
Adams, Clyde (Navy)
Adams, Felix (Army)
Alexander, J. Mack (Army)
Alexander, Robert (Army)
Allen, Burl (Navy)
Allen, Julian Herschel (Navy)
Allen, Grady C. (Navy)
Allen, Wayne (Navy)
Allison, John W. (Navy)
Allred, James R. (Army Air Corps)
Almond, Arnold (Army)
Almond, Odell H. (Navy)
(d) Amos, Gerald (Navy)
Andrews, Julian (Marine Corps)
Andrews, Lewis (Marine Corps)
(‡) Anderson, Raymond (Army)
Ashley, Arthur (Army)
Ashley, Cecil (Navy)
Atkins, Howard L. (Navy)
Atkins, Richard (Army)
Atkinson, Hiram (Navy)

Atwell, Robert (Navy)
Atwood, Earl (Army)
(d) Atwood, Hollie (Army)

Bailiff, Wilson (Navy)
Bailey, Richard (Army)
Baker, Edwin Tew (Army)
Baker, John B. (Navy)
Ballew, Edward J. (Navy)
(§) Ballew, William P. (Army)
Barber, Winfred V. (Army)
Bargesser, James (Navy)
Barker, Jewell (Army Air Corps)
Barkley, Joel (Army)
(d) Barnes, Henry D. (Army)
Barnes, Norton (Army)
Barnhardt, Bert R. (Navy)
Barrett, Allen (Army)
Barrier, Carl (Marine Corps)
Barrier, William T. (Navy)
(d) Bass, Homer (Navy)
Batson, Jack (Navy)
Batten, John E. (Navy)
Bishop, Garrett W. (Army Air Corps)
Baynes, Howard (Army Air Corps)
(Previously served an enlistment period in the Army.)
Beach, Ernest L. (Army)
Beaver, Albert (Army)
Beaver, Grover (Navy)
(d) Beaver, Walter (Army)
Beck, Monte (Army)
(d) Bell, James Lee (Navy)
(*) Bell, James Henry (Navy)
(d) Bell, William C. (Navy)
Bell, William G. (Navy)
Beheler, Reid (Navy)
Benson, John (Navy)
Blackman, William (Army)
(**) Blevins, Walter W (Army)
Bolton, James C. (Army)
Bordeaux, Junior (Army)
Bowen, Homer C. (Army)
Bowman, Charles (Army)
Branch, Glatley (Army)
Branch, Horace (Army)
(*) Branch, Robert (Army)
Brantley, Elmond A. (Marine Corps)
Bray, Relons Odell (Army)
(d) Breece, Carl (Navy)
Brewer, Clifford (Army)
(*) Brewer, Ernest (Army)
Briggs, Paul (Marine Corps)
Britt, Jennings (Navy)
Broadwell, William (Navy)
(d) Brogden, Norman (Navy)
Brooks, Judge W. (Army)
Broome, Jack (Army)
Broome, Laney B. (Coast Guard)
Broome, Paul (Marine Corps)
Broome, Shannon (Army Air Corps)
Brothers, William (Naval Air Corps)
Brown Aldene (Army)
Brown, Elbert M. (Navy)
Brown, Harold (Army)
Bryant, Elbert (Army)
(d) Bunn, Dewey (Navy)
Bunn, Homer (Army)
Burke, Ensign William H. (Navy)
Burkhead, Dermont (Navy)
Burleson, Lacy C. (Navy)
Burrow, John B. (Navy)
Butler, Femmous (Army
Butner, Roy (Marine Corps)
(d) Byers, Eugene (Navy)

Cable, Nathan (Army Air Corps)
Call, Henry C. (Army)
Campbell, Carlton (Army)
Capps, John T. (Army Air Corps)
Carrol, Joseph (Army)
Carter, Adrian L. (Navy)
Carter, Douglas (Army)
Carter, Fred (Army)
Carver, Gardner (Army)
Castleberry, Fletcher (Army)
Castleberry, Letcher T. (Army)
Causey, Floyd (Army)
(‡) Causey, James D. (Army)
Cecil, Virgil (Army)
Chapman, Charles (Army)
Chapman, Edward (Army)
Chattin, Ben (Army)
Cheek, Granville (Army)
Cherry, Herman (Army)
Cherry, William (Navy)
Christine, Joseph (Navy)
Cline, Wade (Army)
Coats, Clinton (Army)
Cobb, Frank E. (Army)
Coffer, Robert (Army)
Coggins, Mack (Navy)
Collins, Glenn L. (Army)
Connell, Harry (Army)
Connell, James (Navy)
Cook, William (Navy)
Cooke, George C. (Army)
Cooper, Lake (Army)
Cooper, Dewell J. (Navy)
Cooper, Walter (Army)
Corn, James (Army)
Corn, William (Army)
Cowan, Henry W. (Army)
Cox, Howard (Navy)
Cox, J. C. (Marine Corps)
Craft, Arthur (Army)
Crawford, Jack (Navy)
(d) Crawford, John W., Jr. (Army)

(d) Crawford, Louis (Army)
Crawford, Wiley (Army)
(*) Crisp, Albert J. (Army)
Crotts, Charles L. (Navy)
Crumpler, John (Marine Corps)
Cunningham, David C. (Army)
Cunningham, Jesse S. (Navy)

Dalton, James (Army)
Daubenmyer, Nelson (Army)
Davis, Duke (Army)
Davis, Hubert (Navy)
Davis, James (Army)
Deal, Paul (Navy)
Deese, Horace R. (Navy)
Detherage, James (Army)
Dixon, Neely (Navy)
Dodd, Carroll (Army)
Donaldson, Harold (Marine Corps)
Dorsett, Douglas S. (Navy)
Dorsey, W. Wilson (Army)
Downes, George (Army)
Downes, William H. (Army)
Driver, Malcom (Army Air Corps)
Drumm, Glenn (Army)
Dyson, Fred (Navy)

Eaker, Arnold Max (Army)
Earnhardt, Donald P. (Navy)
Edmondson, Arthur (Army)
Edwards, Eugene (Navy)
Elders, James R. (Marine Corps)
Elliott, John (Army)
Elmore, A. C. (Marine Corps)
Ennis, James C. (Navy)
Ennis, Henry (Marine Corps)
Ennis, Noah (Navy)
Ennis, Samuel (Army)
Estes, William T. (Army)
Eury, James (Army Air Corps)
Evans, John H. (Army)
Evans, Mack (Army)
Everett, Carl (Army)
Everidge, Samuel (Navy)

Fagg, Julius, Jr. (Army)
Faggart, John (Marine Corps)
(Enlisted 1929. Made Warrant Officer by Act of Congress, 1941.)
Fanslar, Hubert J. (Army)
Farthing, Audie (Navy)
Faschnat, Mose (Navy)
Fausnet, Bernard L. (Army)
Ferris, Russell (Army)
Fisher, Edward (Army)
Fisher, John H. (Army)
Flannery, John (Army)
Fralix, Howard B. (Army)
(d) Freeman, Richard (Army)
French, Ian (Army)
Furches, William (Marine Corps)

Gaddy, William (Navy)
Gaddy, George (Navy)
Gaines. Robert (Navy)
Gardner, Horace T. (Army)
Gardner, John (Navy)
Gatlin, Britt C. (Army)
Gautier, Marvin (Army)
Gentry, William (Navy)
Gibson, George (Army)
Gibson, Merritt (Army)
Glasgow. Mumford (Army)
Glasgow, Norwood (Navy)
Glasgow, Ramsey (Army Air Corps)
(Served in Marine Corps, 1929-1933. Member China Expeditionary Force, '29-'32.)
Glover, Henry (Marine Corps)
Godfrey, Warren (Army)
Godwin, John T. (Navy)
Godwin, Paul D. (Army Air Corps)
Goodman, Albert (Army)
Goodman, George (Army)
(d) Gouge, Jeff (Navy)
Gray, Delma C. (Navy)
Green, Eugene (Army)
Green, John (Army)
Greene, Giles E. (Army)
Greene, Noah J. (Navy)
Gregory, Charles J. (Army)
Gregory, Roy (Army)
(d) Griffin, Charles (Army)
Griffin, James H. (Marine Corps)
Griffin, William (Army)
Grimes, Lawrence E. (Army)
Grooms, J. B. (Army Air Corps)
Guffey, Lawrence (Army)

Hackler, Raymond (Army)
Hall, Brevard A. (Army)
Hall, Frank (Army)
(§) Hall, Eddie Lee (Army)
Hall, Sidney (Army)
Hames, Albert (Navy)
Hames, William R. (Army)
Hamilton, Jack (Navy)
Hamilton, Columbus (Army)
Hamilton, Leo (Navy)
Hampton, Robert (Navy)
(*) Hancock, James W. (Army)
(*) Haney, Jack (Marine Corps)
(**) Hardin, Edward (Navy)
Hardin, Wilbur (Navy)
(d) Hare, James M. (Army)
Harper, Robert B. (Army)
Harris, Brown (Navy)
Harris, Edgar (Army)
Harris, Ralph (Navy)

Hartsell, Marshall F. (Navy)
Hawkins, Bruce (Navy)
Hawkins, William T. (Navy)
Head, Elbert (Army)
(d) Heath, Beamon (Navy)
Hefner, Charles (Army)
Hefner, Eugene (Navy)
Hensley, David (Army)
(d) Hensley, Frank C. (Army)
Hensley, J. B. (Navy)
Hendren, Isaac (Navy)
Hendrix, John (Army)
Henry, Charlton (Navy)
Hicks, Garland (Army)
Hicks, Odie (Marine Corps)
Higgins, Arthur (Army)
Hildreth, John (Army)
Hill, Doyce (Army)
(d) Hill, Urban (Army)
(d) Hill, William (Army)
Hines, Hubert (Army)
(d) Hines, Woodrow (Army)
Hodge, David (Army)
Hodge, Dallas (Army Air Corps)
Hogan, Gilbert (Army)
Hogsed, John R. (Army)
Hoke, Bernice (Navy)
Holland, Burman (Army)
Holland, Donald (Army)
Hollars, Ralph (Army)
Holloway, Hubert (Army)
Holmes, John (Army)
Holt, Archie (Army)
Honeycutt, Richard (Navy)
Hooks, Hubert (Army)
Hornsby, Thomas H. (Navy)
Honeycutt, Nathaniel (Army)
Honeycutt, Richard (Navy)
Howard, Jack (Navy)
Howard, Marvin (Navy)
Hoyle, James C. (Army)
Hudson, Hoyette (Army Air Corps)
Hulan, Norman (Navy)
(Previously served an enlistment period in the Army.)

Ingram, John E. (Navy)
Irby, Earl (Army)
Irwin, Raymond (Army Air Corps)

(*) Jackson, Edgar (Marine Corps)
Jackson, William (Navy)
Jenkins, Fred (Navy)
Johnson, Clawson (Army)
Johnson, Coley (Navy)
Johnson, Edward (Navy)
Johnson, Hugh (Navy)
Jolly, James D. (Navy)
(d) Jones, Mark T. (Navy)
Jones, S. E. (Marine Corps)
Jordan, James E. (Army)
Journigan, Horace (Navy)

Keen, Clinton (Army)
Keenan, John G. (Army)
Keith, Monroe (Army)
Keith, Robert (Navy)
(§) Kellam, James (Navy)
Kelly, Grady (Army Air Corps)
Kelly, Jesse (Army)
King, Cleo (Army Air Corps)
King, Frank L. (Army)
King, Jesse (Navy)
King, Marvin (Navy)
King, Thomas (Army Air Corps)
Kinder, Marius (Army)
(d) Kinley, Robert L. (Marine Corps)
Kirksey, Samuel (Navy)
(d) Kivett, Clyde A. (Army)
Kivett, John (Army)
Kluttz, Harding (Army)
(§) Knight, Thomas (AAF)
Knight, Thurman (Army)
Knight, William S. (Army)
Koontz, J. Milton (Army)
Kye, George (Army)
Kye, James (Army)

(‡) Lamar, A. C., Jr. (Army)
Land, Reuben (Army)
Land, Wilfred (Marine Corps)
Landrum, Luther H. (Army)
(d) Lane, Floyd C. (Marine Corps)
Lane, James E. (Navy)
Langford, Olin (Army)
Langley, William (Army)
Laramore, Ray (Army)
Lawrence, Robert (Marine Corps)
Leagon, Harry (Army)
Ledford, Harvey L. (Army)
Ledford. James (Marine Corps)
(*) Lemly, Jack (Army)
Lee, Valton (Army)
Lett, Frank (Army)
Lewallan, Paul R. (Army)
Link, Bruce (Navy)
Long, Joseph H. (Army)
Long, Loyce (Army)
Long, Stacey L. (Army)

Mabe, McCree (Army)
Martin, Willie H. (Army Air Corps)
Mathis, D. B. (Jack) (Marine Corps)
(*) Matthews, Douglas (Army)
Matthews, Harley P (Navy)
Maddox, Walter A. (Army)
May, Fred (Navy)
May, George O. (Army)

Mayberry, Douglas J. (Army)
(d) Medlin, Clarence N. (Army)
Medlin, Ervin J. (Army)
Medlin, Wade (Navy)
Medlin, Wilson W. (Army)
Meeks, William L. (Navy)
Merritt, Edgar (Army)
(Previously served an enlistment period in the Army.)
Merritt, Julian (Army)
Michaels, J. C. (Navy)
Miller, Latha (Navy)
Montford, James B. (Army
Montgomery, Samuel (Navy)
Mooney, Manfred (Navy)
Moose, Claude L. (Marine Corps)
Morris, Everett (Navy)
Morris, Jack (Army)
Morrow, Chas. W. (Army Air Corps)
Morrozoff, Ivan (Army Air Corps)
Morgan, William S. (Navy)
(**) Munday, Craig (Navy)
Murphy, Lemuel (Army)
Murphy, Norvelle (Navy)
Murray, Edward J. (Army)
Muse, Robert (Navy)
Myrick, Julian E. (Army)

McBride, Irvin (Army Air Corps)
McBride, J. Lee (Navy)
McCain, Edward G. (Navy)
(d) McCarter, Thomas (Navy)
McColl, Vollie O. (Navy)
McCollum, Gerald (Navy)
McCoy, Hubert (Army)
McDonald, Ralph B. (Navy)
McEntire, Forrest (Marine Corps)
McEntire, John (Navy)
McFee, Donald M. (Army Air Corps)
McGee, Norman (Army)
McHone, Arnold (Navy)
McKay, John C. (Marine Corps)
McKee, Thomas R. (Army)
(Enlisted 1937)
McNeely, Robert (Army)
(Enlisted 1933)
McNeill, Preston (Army Air Corps)
McPhail, Daniel E. (Navy)
McPherson, Arthur (Navy)
McRorie, J. W. (Navy)

(d) New, William (Army)
Newsome, Percy, (Army)
Newton, Willard M. (Army)

(‡) Odum, David (Army)
Owen, Fred, Jr. (Marine Corps)
(d) Owen, Howard (Army)
Owens, Blake C. (Army)
Owens. Leroy (Army)
Owens, Norman (Army)
Oxendine. Earl (Navy)

Padrick, William (Navy)
Page, James (Army)
Parker, Albert B. (Army)
Parker, Richard (Navy)
Pate, Hansel (Army)
Patterson, James (Navy)
Patterson, Joseph (Navy)
Patton, Richard (Navy)
Payne, Joy (Army)
Peake, Harry (Marine Corps)
Pearson, Charles R. (Navy)
Pearson, Flay (Army)
(d) Peeden, Wm. (Marine Corps)
Peninger, William O. (Navy)
Pennington, Grady (Army)
Pettus, Lloyd C. (Marine Corps)
Pickett, Claudius (Army)
(§) Pickerel, Clyde (Army)
Pittman, Hoyle (Navy)
(d) Pittman, Ted (Marine Corps)
Pittman, Walter (Army)
(**) Plemmons, Hubert (Army)
Poole, Thelbert G. (Tooney) (Army)
Pope, H. C. (Army)
Porter, Frank J. (Army)
Potter, Linwood (Army)
(d) Powell, Wilson (Marine Corps)
Presnell, Robert (Army)
Price, Elbert (Army)
Pyatt, Jack (Marine Corps)

Quick, James (Navy)
Quick, Robert (Army)
Quick, Simon (Navy)

Ramsey, Amos (Army)
(Previously served an enlistment period in the Army.)
Ransom, B. T. (Navy)
Rash, Burris (Army)
Reavis, James (Army)
(d) Reep, John (Navy)
Revels, Grover (Navy)
Reynolds, D. C. (Navy)
Riggs, Walter (Navy)
Rivenbark William W. (Army)
(Served in Marine Corps, 1933-1938.)
Rhodes, Paul (Army)
Robbins, John (Navy)
Rogers, Hoyt W. (Army Air Corps)
Roberts, Lonnie (Navy)
Robertson, John C. (Army)
Robinson, Perry (Army Air Corps)
Rochester, Nicholas (Navy)
Rogers, Eulice (Army)

Routh, Walter (Army Air Corps)
Russ, James P. (Army)

Sands, Thomas (Navy)
Scism, Arlee (Navy)
Seibert, Fred (Army)
Sentell, Clyde (Army)
(*) Sexton, Walter B. (Army)
Seymore, Malcom E. (Navy)
Scott, Archie (Army)
Shannon, William L. (Navy)
Shaver, George H. (Navy)
Shaw, Howard C. (Army)
Shoffner, Carl D. (Army)
Shropshire, Hassell (Army)
Shropshire, Robert (Navy)
Sides, George D. (Navy)
Simmons, Horace K. (Navy)
Singleton, James L. (Navy)
Sistar, Walter B. (Army)
Sloan, Lonnie (Army)
Sluder, Wayne (Army)
Small, Clyde E. (Army)
Smith, Jesse (Navy)
Smith, Julius D. (Navy)
Smith, Oscar (Army)
Smith, Ventry (Navy)
Snider, Samuel (Navy)
Snuggs, Charles L. (Navy)
Spears, James (Navy)
Speer, Carl (Navy)
Springer, Jack (Army)
Sprinkle, Raymond (Army)
Stack, Porter (Army)
Stallings, William (Navy)
Stanley, Brown (Coast Artillery)
Stepp, James H. (Navy)
Stepp, Ralph (Army)
Stines, Loy (Navy)
Stinson, Leonard (Army)
Stinson, Lewis (Army)
Strickland, Earthie L. (Army)
Strickland, Robert W. (Army)
Stubbs, Ben (Army)
Suite, Wilburn O. (Navy)
Sullivan, Richard (Army)
Sutherland, Jack (Navy)
Sutton, J. P. (Army)

Talbert, Morris (Navy)
Talbert, O. D. (Army)
Talbert, Steve (Army)
(d) Talley, Lytt G. (Army)
(x) Taylor, Daniel (Army)
Tessneer, Calvin C. (Navy)
Teeter, Robert E. (Army)
Thomas, Harold (Navy)
Thomas, Hilliard (Army)
Thomas, Richard (Army)
Threatt, Sidi (Army Air Corps)
Tipton, Kenneth (Navy)
Tobar, William (Army)
Tolley, John R. (Navy)
Troy, Robert (Army)
Tuck, Julian (Army)
Tuck, Lester (Marine Corps)
Tucker, Joseph (Army)
Tucker, Lee A. (Army)
Turner, Lee V. (Navy)
Tyson, William E. (Navy)

Uptegrove, John W. C. (Army)

Waldrop, Ned (Army)
Walker, Frank (Navy)
Walker, Glenn (Army)
Walker, Oakley (Army)
Walker, Robert (Army)
(d) Wallace, Lester B. (Navy)
Walsh, Harold (Army)
Walters, Melvin (Army)
Ward, Eldridge (Army)
Ward, Hazen (Army)
Ward, Leo (Army Air Corps)
Ward, Robert (Army)
(Enlisted 1928)
Ware, Dewey (Army)
Ware, Torrence (Navy)
Watkins, Floyd A. (Army)
Watkins, Lee (Army)
Watson, Lieut. Lemuel (Army)
Watts, Everett (Navy)
Watts, James (Navy)
(*) Watts, John (Army)
Watts, Boyce (Army)
Weaden, Clarence (Army)
Weathers, Alexander, Jr. (Army)
Webb, Charles R. (Army)
Webster, John D. (Army)
(d) Whitaker, John H. (Navy)
(*) Whitaker, William E. (Army)
White, Marshall (Coast Artillery)
Whitener, Richard M. (Army)
Whitley, John P. (Navy)
Whitlock, Winfred (Army)
Whitten, Thomas M. (Army)
Widener, Charles (Navy)
Wiggins, Jerome (Army)
Wilcox, Glenn (Navy)
(d) Wiles, John D. (Army)
Wiles, Fred (Army)
(Enlisted 1927)
Wilhite, Claude (Army)
Wilhite, George (Army)
Wilhite, James (Army)
Wilhite, Porter (Army)
(d) Williams, Everett (Army)

Williams, Judge Frank (Army)
(d) Williams, Louis (Navy)
Williams, Samuel R. (Navy)
Williams, William R. (Navy)
Williamson, Everett (Navy)
Wilson, John C. (Army)
Wilson, J. C. (Jack) (Army)
Wilson, Kenneth (Navy)
Wilson, Thomas (Navy)
(*) Wilson, William J. (Army)
(d) Winkler, H. A. (Marine Corps)
Winn, J. Harvard (Navy)
Wood, James L. (Army)
Wood, William T. (Navy)
Woody, Thomas E. (Army)
Wooten, Charles (Navy)
(*) Wrenn, Lloyd M. (Army)
(‡) Wright, George (Army)
Yarborough, Preston (Army)
York, John R. (Army)
(**) Young, Brooks (Army)
Young, R. L. (Marine Corps)
Young, William F. (Army)
(d) Young, William R. (Army)

Ziegler, Henry F. (Navy)

Former Students in Merchant Marine Service

Hammond, Edward
Hill, Caleb
Hillard, Clyde
Lambert, Jay
Mason, James L.
Smith, Glenn W.
Starnes, Rodney
Stutts, Edward
Williams, Horace
Woodard, Arthur B.

(‡) Prisoner of war.
(§) Missing in action.
(*) Killed in action, or died from wounds received in action.
(**) Died while in service.
(x) Died while being held prisoner.
(d) Discharged from active service.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Items of Interest

By Thomas Stallings, 8th Grade

All of the baseball games are going according to schedule. The boys of the various cottages enjoy this sport very much.

The boys of the school wrote their monthly letters home on Friday of last week. They appreciate having this opportunity.

The name of the picture show last Thursday night was "Nobody's Darling," starring Mary Lee. All of the boys enjoyed this picture very much.

Lately in our eighth grade class we have been studying especially history and arithmetic. The boys seem to take a great interest in these subjects.

Mr. and Mrs. Tomkinson are back at the School after a vacation in New York of about two weeks. All of the Cottage No. 2 boys are glad to see them back.

The library at the School has been changed a good deal. The books have been arranged in order. This makes it possible for the boys to find the books which they are seeking much easier.

Several more boys have been permitted to return to their homes lately. They were: Odean Bland, Garnett Quessinberry, and Everett Bowden. We wish them luck in this undertaking.

Two boys from the eighth grade and three boys from the ninth grade are going over to Concord to read articles written by them on different work subjects, over the air. These boys are as follows: Jack Oliver, William Poteat, Harvey Leonard, Thomas Cottrell and Gerald Johnson.

My Work at the Bakery

By Thomas Cottrell, 8th Grade

At this time I shall tell you about my work at the School. I work in the bakery and am very glad that I was fortunate enough to be assigned there. I enjoy getting up early and helping make the corn bread. Mr. H. F. Liske allows me to stay and get the bread cooked. We have what we call two runs of bread daily. This consists of two different doughs. We also make each day 15 pans of corn bread for the different cottages. On Wednesday we make rolls for the officers and boys. In the bakery we have five boys who work in the morning. In the afternoon we have eight or ten working. On Thursday of each week we also make cakes for the boys to have on Sunday. We boys who work in the bakery also have charge of the ice plant and the meat house where we salt and pack away the meats for the School.

This bakery work is a triple opportunity for boys here because we are taught a trade that will help us in the near future when we become self-supporting adult citizens, for we will be fully qualified to apply for work in any bakery, in ice plants, and in

meat packing houses. We who work in the bakery are older boys who appreciate this opportunity offered us by the Jackson Training School.

My Dairy Work

By Harvey Leonard, 8th Grade

At this time I want to tell you something about my work at the School. I work in the dairy, and I am interested in my work because in dairy work a lot can be accomplished toward helping the people all over the world, as well as to be trained in a work that will provide me with a way of earning a living.

We get up every morning about 6:40 o'clock to go to the barn at seven o'clock so that we can be through at nine o'clock when school classes begin. When we get to the barn we let the cows into the milking barns and they are locked in their stanchions where their udders are washed and dried for milking.

When the cows have been milked, the milk is bottled and put into a refrigerated cooler where it is kept until just before lunch. Then it is delivered to each cottage where each boy receives one quart daily.

After lunch each day the bottles are collected, washed, and put into a sterilizer where they are kept for ten or twelve hours so all of the germs will be killed, and thus we are able to meet the requirements of Grade "A" raw milk.

Besides regular dairy work, I have the opportunity to learn the skill of making ice cream and other dairy products.

I sincerely hope that I can learn as much as possible in my stay at the School. The officer in charge, Mr. J. H. Hobby, is of great help to all of the boys working in the dairy, and with our complete co-operation, our school will really be for us a "training' school."

My Work at the Laundry

By Gerald Johnson, 9th Grade

I am happy to tell you about my work at the School. I work in the laundry, and our supervisor is Mr. J. W. Russell. In the laundry we wash boys,' officers,' and matrons' clothes. On Monday we do only the boys' clothes; Tuesday, the boys' bed linen; from Tuesday on, the officers' clothes. On Thursday we launder the boys' clothes again. On Friday we start on the boys' pajamas, and we finish them on Saturday. In our downstaris department, we have three washers, a wringer, and two driers in use. Upstairs we have two pressers, two irons, and a mangle. In the mangle we run in such things as sheets, napkins, pillow cases, towels, and rags. We press officers' clothing such as shirts, pants, handkerchiefs, and pajamas. In the laundry we have fifteen boys to run the different machines. I am glad I could tell you about my work.

My Work in the Print Shop

By William Poteat, 9th Grade

It gives me great pleasure to tell you about my work at the School. I am a linotype operator in the printing department under the supervision of Mr. Leon Godown, our printing instructor. I have been in this phase of work for approximately two years, and I think this is one of the most edu-

cational departments that the School offers the boys.

I shall endeavor to tell you about how this department functions. First and foremost in importance, is the linotype operator whose duty it is to set up the type used in publishing our official magazine, "The Uplift." We learn to fold, staple, cut, and mail the paper, "The Uplift." The articles that go into this paper deal chiefly with current events, historical articles pertaining to North Carolina, lives of great men of this nation, local happenings, editorials, news of former students, and other miscellaneous articles. Also, the honor roll of the various cottages is included.

I hope you have enjoyed my telling you about my work experiences at the Training School.

My Work in the Print Shop

By Jack Oliver, 9th Grade

I shall endeavor to tell you about my work at the School. I work in the print shop, with six other boys in the morning section. My work consists of the operation of two job presses, a small one and a large one. In order for the press to operate just right, you must have everything in order. First, the press must have the proper amount of ink on the rollers. The gauge pins must be set right so when the paper is fed into the press the form will print straight and the margin will not be crooked. The form is the type that has the letters on it. The form then prints on the paper after the rollers roll it.

One must be very careful when feeding a press. The ink must not get too low. If it does, it will ruin the job, and the company will not be pleased with it. Also, the paper must be fed in the press straight.

I have been in the printing department more than a year and like it very much. I hope you have enjoyed learning what I do and how I do it.

Scouts Go Camping

By Jack Oliver, 9th Grade

On Sunday, July 15th, eighteen Boy Scouts from the School went to Camp Cabarrus to stay a week. During the past week they had prepared the items they were to use. After they had arrived and unpacked, they started cleaning up. There were two cabins and a tent for them to stay in. The weather was bad the first few days, but the boys worked and got their area cleaned for inspection. Each day one of the members of the junior staff inspected each area. There were seven areas in all. The boys from the School won inspection every day. Classes were held every day so every boy had a chance to advance in his work. The boys from the School had quite a few advancements. Two of the boys, J. D. Perkins and Jack Oliver, had the honor of being made members of "The Order of the Arrow." There were many advancements made by the other troops that were out there, too. Our troop had a few parties, arranged by our Scout Master, Mr. John D. Corliss. While at Camp the boys made many friends among the other Scouts. All of the boys enjoyed the trip very much. Mr. and Mrs. Liske, Mrs. Dotson, Miss Baird, Mr. and Mrs. Hawfield, Miss Holloway, and the Cub Scouts were our visitors.

When we arrived at the School we were greeted by many friends, and

they all had questions for us to answer.

Our troop is very grateful to Mr. Hawfield, and other members of the School's staff for coming out to see us and bringing some nice "eats."

New Ninth Grade Books

By John Allen, 9th Grade

At the beginning of this week the school received three new sets of ninth grade books for use in the work of this grade. These books complete our needed sets in order to work further in the ninth grade, with the exception of one set.

The sets of books received about two weeks ago were "Cooperative Citizenship" by Joseph Irvin Arnold and "General Science for Today" by Ralph K. Watkins and Ralph C. Bedell.

The books that we received this week are: "Mathematics Through Experience" by Joel S. Georges, Robert F. Anderson, and Robert L. Morton; "Applying Good English" by Henry Serdel Canby, John Baker Opdycke, and Margaret Gillum; and "Good Companions" by Leonidas Warren Payne, Jr., Mark A. Keville, and Natalie E. Chapman.

We were very glad to receive these books and are equally glad that now we have a chance to continue in our study of ninth grade subjects.

BOUQUETS AND BRICKBATS

The story is told of two men who received letters from angry critics who blamed them for supposed errors. Both letters were harsh and unjust, but the recipients reacted to them quite differently.

One man immediately wrote a sharp reply, defending himself, and flaying the letter-writer in terms even harsher than those of his critic. This meant a rejoinder more severe than before. The relations between those two men became so strained that they endured for the rest of their days.

The second man who received an angry letter slept over the matter, and the next day the sting was less severe. Then he wrote his critic, thanking him for pointing out certain weaknesses, and assuring him that his criticism was welcome. The critic was completely taken aback. The kind reply was coals of fire on his head. He wrote an apology, the men got together, and a lasting friendship resulted.

The lesson most important is that sharp censure may be constructive and helpful. Bouquets are more welcome than brickbats, but they do not teach as much. We must all bury our pride or we will never improve.—Sunshine Magazine.

CITIZENS OF THE WORLD

By Dr. Clarence Poe, Editor, The Progressive Farmer

On July 4, 1776, the historic Liberty Bell pealed forth Jefferson's dream for America—a new nation dedicated to the equal rights of all men to Life, Liberty and the Pursuit of Happiness. Now not only has this dream become the hope of all mankind, but you and I have become indeed "Citizens of the World"—with three immediate duties here set forth.

On this page last year we published this truly memorable message from ex-Governor Pat M. Neff of Texas:

For the World Organization of tomorrow the United States is a perfect pattern. Each state in our Union lives its own individual life, makes and enforces its own laws, and no one state dictates to another. Yet the 48 states as a federated unit has its Congress to make laws, its Supreme Court to interpret them, and its police power to enforce them. With our Constitution as a blueprint, the 68 nations of the world should establish a Commonwealth of Nations with a law-making body, with a world court, and with sufficient police power on land and sea to preserve the liberty, the equality, and the unity of all the nations. The world is now one small unit; Christian patriots should now make it a Brotherhood. We are now citizens of the United States and of the state in which we reside. We enjoy duality of citizenship; there is no conflict. Add this new Federation of the Nations and then we could say with Socrates of old, "I am a citizen of the world."

We Are Citizens of the World

This indeed is what has now substantially come to pass as a result of World War II and the San Francisco Conference. We are world-citizens and, to use the title of Dr. Harry E. Fosdick's newest book, "It's a Great Time to be Alive." For as world-citizens it is our high privilege to help make world-wide Jefferson's conception of Liberty now blueprinted into the Four Freedoms — freedom of speech, freedom of religion, freedom from want, freedom from fear—and our high privilege to help make real Isaiah's dream of the day "when nation shall not lift up sword against nation, neither shall they learn war any more"—the Bethlehem dream of "peace on earth, good will to men,,—and Tennyson's "The Parliament of Nations, the Federation of the World."

A generation ago we in America tried to dodge our world responsibilities; we trusted to an imaginary isolation, shielded by our two protecting oceans. "Let the rest of the world go hang," we said, "so long as we are safe." But the airplane, invented by an American, destroyed isolation in America and made world-cooperation indispensable. In every neighborhood in America widowed mothers, bereaved fathers, and sorrowing sons and daughters are proof of the folly of America's trying to wait and settle wars after they start, instead of trying to prevent them before they start. In dealing with war as with everything else, an ounce of prevention is indeed better than a pound of cure.

Three Questions for America

Never before on any previous July

4th have you and I been world-wide citizens, but we are on this July 4, 1945. And right at this very beginning of our new global citizenship, three questions of gigantic importance are thrust upon us for answer. These three questions are—

1. Shall we pursue a Christian or an un-Christian attitude toward a defeated enemy?

2. In such matters as tariff policies, naval and military bases, and other phases of our international relations, shall we make the utmost selfish gain for America our constant aim or a "Live and Help Live" policy for all nations?

3. Shall we set an example of trust and confidence in the newly set-up Federation of Nations to preserve peace—or shall we adopt new and extreme forms of German militarism here in the United States and so encourage all other nations to arm competitively also?

Punish the Guilty, Not the Innocent

If everybody else were now advocating a soft peace and an easy peace for Germans, all Germans, we should certainly protest that sympathy could go too far. As it is, with nearly everybody calling for a hard peace for all Germans we also believe that hate can go too far.

Perhaps the chief trouble is that when "What shall we do with the Germans?" is asked, most of us think only of young, hard, healthy German men who have been killing our kin—and so, "Let's wreak vengeance on them," we say. But what are the facts—if we are willing to be Christian enough to face them? The facts are of course that among Germans today there are far more women than men, with millions of these women widowed . . . far more infants and children than men, and with millions of these orphaned. And unless Christianity is something to profess in peace but discard in war and repudiate in victory, then not even dealing with our enemies can we forget Jehovah's ancient threat of white-hot anger against all who refuse mercy to "the fatherless, the widow, and the stranger."

In its ruined cities, millions dead, millions maimed, millions threatened with starvation or near-starvation, a Germany which accepted Nazism must see only the ghastly retribution which war always invites—to which we shall rightly add stern and certain punishment of every person fairly convicted of war crimes—but any undiscriminating policy of post-war hate which would now callously punish innocent and guilty alike is un-Christian and inhuman. "We can have peace or we can have vengeance, but we cannot have both," as President Hoover has well said. We cannot willingly let infants and old men and women starve, and in view of the superb citizens and fine friends that so many men of German blood have become in America, we cannot think it treason to hope for the ultimate resurrection of the better Germany of other days—the Germany which nurtured not only musicians, artists and scientists but Martin Luther and other great religious leaders whose "A Mighty Fortress is Our God," "Fairest Lord Jesus," and "When Morning Gilds the Skies" have still been sung by American congregations all through the war just ended.

Lower Tariffs by Reciprocity

As world-citizens we Americans should also favor reciprocal lowering

of tariff walls in order to promote increased trade and prosperity for all nations. And in answer to anybody who looks back to President McKinley and quotes his early utterances to support high tariffs and oppose reciprocal trade arrangements, we here give President McKinley's own last appeal to the American people — an appeal not for high tariffs but for adjusted tariffs through reciprocity — as made by him the day before his assassination in September, 1901:

Reciprocity in the natural outgrowth of our wonderful industrial development under the domestic policy now fully established. The period of exclusiveness is past. The expansion of our trade and commerce is the pressing problem. Commercial wars are unprofitable. A policy of good will and friendly trade relations will prevent reprisals. Reciprocity treaties are in harmony with the spirit of the times. . . . Mutual exchange of commodities is manifestly essential to the continued and healthy growth of our export trade. We must not repose in fancied security that we can forever sell everything and buy little or nothing. If such a thing were possible it would not be best for us or for those with whom we deal.

Let's Fight Peacetime Conscription

"Let freedom ring! Jefferson's 1776 dream for America is now the hope of all mankind!"

It is well to remember that one of the "freedoms" Americans have always prized most highly has been our freedom from the burdens of European militarism and military conscription. And the fact that such conscription is now seriously proposed here in America should be enough to make every Southern man and woman write his or her Senator and Congressman and say, "I am opposed to compelling every American boy to take a year's military service in time of peace."

Here in the moment when we are celebrating a supposed victory over the militaristic ideas of Hitler and Mussolini and helping set up the Federation of Nations to preserve world peace, we are asked to adopt here in America Germany's inexcusable and un-American form of peacetime conscription and so drive other nations to similar Germanlike militarism. It will promote war rather than decrease it; and if anybody thinks that such militarism will give us a better, healthier, happier American youth, let him look at these 1939 figures comparing army and civilian population records:

	Civilian	Army
Venereal disease per 1,000	5.1	29.6
Mental diseases per 100,000	299	950
Suicide rates per 100,000	14.2	29.0

———:———

Let every dawn of morning be to you as the beginning of life and every setting sun be to you as its close; then let every one of these short lives leave its sure record of some kindly thing done for others, some goodly strength or knowledge gained for yourself.—John Ruskin.

LISTEN, SON

(Author Unknown)

I am saying this to you as you lie asleep with one little paw crumpled under your cheek and the curls stickily wet on your plump forehead. I have stolen into your room alone. Just a few minutes ago, as I sat reading my paper in the library a hot, stifling wave of remorse swept over me. I could not resist it. Guiltily I came to your bedside.

These are the things I was thinking son: I had been cross to you. I scolded you as you were dressing for school because you gave your face merely a dab with a towel. I took you to task for not cleaning your shoes. I called out angrily when I found you had thrown some of your things on the floor. At breakfast I found fault, too. You spilled things on the floor. You gulped down your food. You put your elbows on the table. You spread butter too thick on your bread. And as you started off to play and I made for my train, you turned and waved a little hand and called "Goodby Daddy," and I frowned, and said in reply, "Hold your shoulders back."

Then it began all over again in the late afternoon. As I came up the hill road I spied you down on your knees playing marbles. There were holes in your stockings. I humiliated you before your boy friends by making you march ahead of me back to the house. Stockings are expensive and if you had to buy them you would be more careful. Imagine that, son, from a father. It was such stupid silly logic.

Do you remember later when I was reading in the library, how you came in, softly, with a sort of hurt, hunted look in your eyes? When I glanced up over my paper, impatient at the interruption you hesitated at the door. "What is it you want?" I snapped. You said nothing, but ran across, in one tempestuous plunge and threw your arms around my neck and kissed me, again and again, and your small arms tightened with an affection that God had set blooming in your heart and which even neglect could not wither. And then you were gone, pattering up the stairs.

Well son, it was shortly afterwards that my paper slipped from my hands, and a terrible sickening fear came over me. Suddenly I saw myself as I really was, in all my horrible selfishness, and I felt sick at heart. What has habit been doing to me? The habit of complaining, of finding fault, or reprimanding, all of these were my rewards to you for being a boy. It was not that I did not love you; it was that I expected so much of youth. I was measuring you by the yardstick of my own years.

And there is so much that is good, fine, and true in your character. You did not deserve my treatment of you, son. The little heart of you is as big as the dawn itself over the wide hills. All this was shown by your spontaneous impulse to rush in and kiss me goodnight. Nothing else matters tonight, son.

This is a feeble atonement. I know you would not understand these things

if I told then to you during your waking hours, yet I must say what I am saying. I must burn sacrifical fires, alone, here in your bedroom, and make free confession. And I have prayed God to strengthen me in my new resolve. Tomorrow I will be a real daddy. I will chum with you, and suffer when you suffer and laugh when you laugh. I will bite my tongue when impatient words come, I will keep saying as if it were a ritual: "He is still a boy—a little boy."

I am afraid I have visualized you as a man. Yet as I see you now, son, crumpled and weary on your cot, I see that you still are a baby. Yesterday you were in your mother's arms, your head on her shoulder—I have asked too much, too much.

Dear boy, dear little son, a penitent kneels at your infant shrine, here in the moonlight. I kiss the little fingers and the damp forehead and the yellow curls. Tears came, and heartache, and remorse, and also a greater, deeper love, when you ran through the library door and wanted to kiss me goodnight, sonny, from this hour on we're pals, you and dad.

I do not know of a better shrine before which a father or mother may kneel or stand than that of a sleeping child. I do not know of a holier place, a temple where one may come nearer to seeing and feeling God.

ATTAINING THE HEIGHTS

In the primeval days of America, an old Indian Chief was accustomed to test the mettle of his braves by making them run in a single effort as far up the side of the mountain as each could reach without stopping to rest. On the appointed day, four willing braves started on the new adventure before daybreak, to prove their worthiness to their chief.

The first returned with a bunch of spruce, indicating the height to which he had attained. The second bore a twig of pine. The third brought back an Alpine shrub. But it was by the light of the moon that the fourth made his way back. Then he came, worn and exhausted, and his feet torn by the rocks.

"What did you bring, and how high did you ascend?" asked the chief.

"Sire," he replied, "where I went there was neither spruce nor pine to shelter me from the sun, nor flowers to cheer my path, but only rocks and snow and barren earth. My feet are torn, and I am exhausted. I am late"—and as he spoke a wonderful light came into his eyes—"but I saw the sea!"

—Sunshine Magazine

WHAT MAKES A GENTLEMAN

(Author Unknown)

"Who misses or who wins the prize,
Go—lose or conquer as you can;
But, if you fail, or if you rise,
Be each, pray God, a gentleman."

A real gentlemen is one of God's noblemen. He wears no livery or insignia. Sometimes you find him in mud-caked overalls and sometimes in frock coat and elegantly-creased trousers.

By these signs shall you know him: A sincere respect for the aged, a love for children, and a chivalrous tenderness toward all women. Reverence for his Maker and love of his country are instinctive with a real gentleman, and he knows "that his body as well as his soul is his charge which must be returned to his Maker undefiled."

A real gentleman is a good man whose instincts are fine and clean and tender. He respects weakness and meets strength face to face and unafraid. He approaches his superior with dignity and faith in himself, and he has exquisite reverence for all the helpless things which need his strength.

Because a man gets to his feet when a women comes into a room, and stands with his head uncovered in an elevator, does not mean he is a gentleman. It only indicates that he has the manners of one.

A man may eat with his knife and yet have the heart of a real gentleman.

Of course, good manners are the outer signs of courtesy and chivalry. One wants to see them in a fine man and their lack is a woeful handicap. But, after all, manners are things that can be learned, and real chivalry is innate.

Your real gentleman doesn't laugh when an old man slips on the icy pavement and falls into a ludicrous position. He goes to offer his help. A true gentleman may not jump to his feet in a street car when a pretty girl comes in—but when an old women, toil-worn and weary, crosses his path, he goes to her assistance at once.

No man is a gentleman unless he is instinctively chivalrous. No man is a gentleman unless he measures himself coldly and critically, and the rest of the world warmly and generously.

A gentleman plays fair. He gives odds to weakness. He cannot lie. He would scorn to deceive ever so lightly the women who loves him, the little child who puts its hand in his, or yet his own clean soul.

Reverence for himself, the aged, the weak, the mothers of the race, and his Maker—these things are part of the very nature of a gentleman. Nothing cheap, nothing tawdry, nothing vulgar, nothing sordid and furtive, can be admitted to his mind. A gentleman would always dare to speak his thoughts aloud, and tell his dreams and secret desires, for they are decent and fine.

The instincts of a gentleman make him keep his body clean, as well as his coat; but they also urge him as strongly, to keep his mind clean.

The Ten Commandments are not objects of scorn to a gentleman. He respects and reverences them, as part of the Law and Order in a universe he respects.

Religion is sacred to a gentleman,

even if he knows no creed or dogma. No woman is ever the worse for having known him, and perhaps some are better. Death is not a thing to dread, because his life has been a worthy preparation for whatever may come.

Temperate in all things, reliable in all things, honorable, unselfish, faithful in the tiniest matter, master of himself and so worthy to master others, a gentleman never boasts of his own gentility, or scorns those of lesser standards. He never compromises with evil, denies good or judges those who fail to live life as he thinks it should be lived.

This is a gentleman—a man who is tender, yet strong; true, yet critical; reverent, yet never boastful.

A gentleman is "God's own man."

———:———

WANTED

WANTED—A man for hard work and rapid promotion; a man who can find things to be done without the help of a manager and three assistants.

A man who gets to work on time in the morning and does not imperil the lives of others in an attempt to be first out of the office at night.

A man who is neat in apperance and does not sulk for an hour's overtime in emergencies.

A man who listens carefully when he is spoken to and asks only enough questions to insure the accurate carrying out of instructions.

A man who moves quickly and makes as little noise as possible about it.

A man who looks you straight in the eye and tells the truth every time.

A man who does not pity himself for having to work.

A man who is cheerful, courteous to everyone and determined to "make good."

This man is wanted everywhere. Age or lack of experieenc do not count. There isn't any limit, except his own ambition, to the number or size of the jobs he can get. He is wanted in every big business.—Selected from the Gilcrafter.

NEWS OF FORMER STUDENTS

It once more becomes our sad duty to report that another former Training School student has lost his life in the service of his country. In the casualty list which appeared in The Charlotte Observer, issue of July 25, 1945, we noticed the name of James W. Hancock, of China Grove, listed as having been killed in the European theatre of war.

In an item in The Concord Tribune, published on Sunday, July 29th, there appeared the following: "James W. Hancock, of China Grove, was killed in action in Germany, May 4th, just a few days before V-E Day."

James entered the School, August 17, 1936, coming to us from Spencer. He was a member of the Cottage No. 4 group. During the greater part of his stay at this institution he was employed as office boy, and was a very dependable youngster, performing every task assigned to him in a most cheerful manner. Upon admission, he was placed in the second school grade, and had advanced to the fifth grade when he was permitted to leave the School, July 10, 1939.

After leaving the School, James continued to make a very good record, despite some rather serious handicaps. He was an enrollee in a CCC camp in 1940, and he got along there exceptionally well.

James became a member of the United States Army, January 29, 1943. Following his training in this country, he went to England early in 1944. He was wounded in action in the European area on November 19, 1944, and received the Purple Heart. He is survived by his wife and a 23-months-old daughter, his parents, two sisters at home, one brother at home, and a brother who is a chief petty officer in the United States Navy. James was twenty-two years old on January 15, 1945.

According to available records on file here, James W. Hancock was the twentieth former Training School student to make the supreme sacrifice in World War II.

There are several among the present members of the School's staff of workers who recall this former pleasant-mannered little office boy as he went about the campus daily on various errands. Those of us who remember James would like to take this opportunity to express our deepest sympathy to the members of his family in their hour of bereavement.

—:—

William Suite, one of our former students, called at The Uplift office last Saturday morning. He left the School, June 16, 1941, going to live with his mother and step-father on a farm near Florence, South Carolina.

He was amember of the Cottage No. 6 group as a very little fellow, and was later transferred to Cottage No. 14. Being such a small chap, he was assigned such duties as running errands and acting as water-boy out in the fields. We recall that he was quite a funny little youngster who never missed an opportunity to entertain a group of his comrades by turning cartwheels, walking on his hands or performing other stunts and monkeyshines. He is now eighteen years old and has developed into a rather husky-looking fellow.

Bill told us that when he left the School he went to work on a farm owned by his step-father, and continued in that work until about two months ago, when he secured employment in a tobbaco warehouse. He stated that he liked his work there very much and was getting along very well.

We received some information from Bill concerning his brother, Wilburn Otto, now twenty-one years of age, who was also once a student here. Wilburn entered the School, February 15, 1935, and was placed in Cottage No. 14. He entered the third school grade and was in the sixth grade at the time of leaving, July 12, 1937. He worked with the outdoor forces during his entire stay at the institution.

Bill also informed us that Wilburn has been in the United States Navy for more than two years, and that he had spent the most of his time in the Pacific area.

—:—

Definite information was received a few days ago that Judge W. Brooks, who was a student at the School more than twenty-two years ago, has been in the United States Army for quite some time. In The Charlotte Observer, June 10, 1945, there was shown a picture of a group of soldiers who had just returned from overseas, and in this group we were sure we recognized the smiling countenance of our old friend, Judge. A check-up with the authorities in Charlotte, this young man's home town, revealed that Judge had served with General Patton's famous Third Army in Europe. We learned further that he had gone through that outfit's whirlwind campaign, from the Normandy beachland to the heart of Germany, without receiving as much as a scratch. Judge will report to Fort Bragg in a few days for re-assignment.

Judge entered the School, March 10, 1923 and remained here until August 21, 1925, when he was permitted to return to his home in Charlotte. He was a member of the Cottage No. 2 group, and was employed as house boy during the greater part of his stay with us. In this connection we might add that we recall Judge as a good-natured boy, who always seemed rather unconcerned about anything that might happen to him, but was a good sport and took things as they came, and never grumbled. Part of the work assigned to him as house boy was to keep the fire going in the hot water heater, and he was just about the best youngster we have ever had on that job. At that time the cottage family consisted of thirty boys, a matron and two officers, and regardless of how many hot showers were needed or how much scrubbing was going on, our easy-going old friend, Judge, could always be depended upon for a full supply of hot water, which is more than the majority of house boys have been able to do.

There are no progress reports on file here concerning Judge's activities after leaving us, later than June 30, 1930, at which time he was getting along pretty well. He will be thirty-seven years old on August 12th.

This young man's friends among the "old-timers" on the School's staff of workers, are glad to hear about him, and are proud of the record he has made in the nation's fighting for-

ces, especially since he stays in there and keeps pitching at an age when many fellows would be thinking of getting out of service. We regret that he did not have the opportunity to drop in for a little visit while spending his furlough with relatives and friends in Charlotte, and trust he may be able to do so the next time he is in this vicinity.

———:———

SHORT SERMONS FOR YOUNG MEN

Success in life depends in a large degree on personality. William Barrett Millard, late clergyman and writer, at one time wrote some terse rules for young ministers, from which are deduced the following points, pertinent to young men in particular:

Pray every night and shave every morning.

Keep your conscience clean; also linen.

Let your light shine, and shine your shoes.

Press your advantages, your opportunities, and your trousers.

Brush the cowebs from your brain and the dandruff from your collar.

Beware of a reputation for bad breath or rancid jokes. Both alike offend.

Covet a golden tongue more than a greenback.

Don't mix your metaphors, but at the same time be a good mixer.

You can't put fire in your work unless there is fire in your heart.

Two things cannot be imitated: God's sunset and man's insincerity.

It is better to establish a good precedent than to follow a bad one.

It is better to lose a good fight than to win a bad one.

Always be content with what you have but never with what you are.—Sunshine Magazine.

SUNDAY SERVICE AT THE SCHOOL

Rev. E. J. Harbison, pastor of the Westford Methodist Church was the guest speaker at the service last Sunday afternoon. Rev. Mr. Harbison has visited the School on several occasions and he has many warm friends among both the officers and the boys. For the Scripture Lesson he read the first twelve verses of the seventh chapter of Saint Matthew. He used as his text the twelfth verse, which is the Golden Rule. He used as a topic, the word "habit."

He explained to the boys that not all habits are bad. Generally, people associate habits with the idea that they are bad, but after all, most of the things we do throughout the day are controlled and regulated by habits. Even the person, by habit, learns to dress himself at the beginning of the day and his habits follow him throughout all of the day.

The speaker reminded the boys of the fact that a boy may have dozens of chances during the day to develop the habit of saying "thank you" and being polite in every way. He emphasized in this connection, that a Boy Scout is taught to do at least one good turn every day. This means, of course, that he will unconsciously go out of his way to do his good turn. The good turn may be an act of being polite and courteous. In this connection he gave a definition of politeness as follows: "Politeness is an airy cushion that makes one feel very comfortable on the inside."

In discussing habits further, it was explained that it is just as easy to form good habits as it is to form bad habits. There is a right way to use the silverware at the dinner table; there is a right way to be courteous to one's mother and teachers; there is the right way for a big boy to show consideration to small boys rather than being a bully. The person who cultivates his good habits saves himself remorse and heartaches in later days. After all, it pays to develop the habit of being polite and courteous.

Rev. Mr. Harbison pointed out that the habit at first is so tiny it cannot be felt, but in time it becomes so strong that it may not be broken.

In conclusion, the speaker urged the boys to develop the habits of honesty and truthfulness, so that they might after all, live Christian lives and be trusted and honored by their fellow men. In this connection, he explained that once a great preacher was asked to explain in two minutes how to get to heaven. The response of this great preacher was "Take the first turn to the right and go straight ahead."

———:———

Let life challenge you and be confident in your reply, for you are man and the hardships of life are sent you, not by an unkind destiny to crush you, but to challenge you. The two greatest words in the English language still are "I can."

—Paul Speicher.

COTTAGE HONOR ROLL

Week Ending July 29, 1945

RECEIVING COTTAGE

Thomas Brantley
Claude Bridges
George Bridges
Charles Brown
Ralph Cranford
Samuel Dill
William Hammond
James Perkins
Charles Reeves
James Teague
Charles Young

COTTAGE No. 1

J. C. Alley
Huburt Black
Hubert Black
Paul Church
George Cox
Horace Collins
Worth Craven
Calvin Davis
Thomas Everheart
Ralph Gibson
Raymond Harding
Edward Hambrick
James Hensley
Franklin Hensley
Robert Holbert
Jack Lambert
A. J. McCraw
David Prevatte
Clay Shew
Harry Thompsom
Marvin Walls
Benson Wilkins

COTTAGE No. 2

John Allen
Louie Ashe
Harvey Arnett
Walter Byrd
Charles Byrd
Donald Kirk
Howard Manus
Stanford McLean
Robert McDuffie
Harold McKinney
William Phillips
Hayes Powell
Russell Seagle
Jimmy Sneed

COTTAGE No. 3

Charles Allen
Craven Callahan
Joseph Case
James Christy
Herschell Duckworth
Robert Duncan
Talmadge Duncan
Charles Earp
Lindsey Elder
James Graham
Earl Greene
Emory King
Cecil Kinion
Robert Lee
Lawrence Littlejohn
Samuel Lynn
Jack Oliver
Robert Peavy
Lloyd Perdue
Donald Redwine
Kenneth Staley
Thomas Staley
William Ussery
Paul Wolf

COTTAGE No. 4

Leonard Bradley
Charles Carter
Eugene Grice
Hobart Keaton
Roy Miller
William Meadows
W. C. McManus
Leroy Pate
Garnett Quessinberry
Paul Stone
James Smith
Brady Tew
Edward VanHoy
Eugene Watts

COTTAGE No. 5

Allen Gibson
James Hill
Raymond Pruett
George Swink
Robert Wilkins
William Walls

COTTAGE No. 6

Arthur Brooks

Coy Creakman
Richard Davidson
Keith Futch
Earl Gilmore
William Hawkins
Clyde Hoffman
Earl Hollaman
Jerry Oaks
Robert Porter
Leroy Wilkins
James Walters

COTTAGE No. 7

Russell Beaver
David Brooks
John Hill
Ned Metcalf
Eugene Murphey
Jerry Peavy
Jack Phillips
Hubert Pritchard
Kirk Putnam

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Ray Edwards
Liston Grice
Eugene Peterson
Edward Renfro

COTTAGE No. 10

William Black
Earnest Bullard
Thomas Cottrell
J. C. Michael
Ray Taylor
Jack Williams

COTTAGE No. 11

(No Honor Roll)

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

(No Honor Roll)

COTTAGE No. 14

Clyde Bustle
William Ferguson
Howard Hall
William Lerschell
John Roberts
James Shook

COTTAGE No. 15

William Correll
Jack Crump
Alvin Fox
Jack Greene
R. V. Hutchinson
Harvey Leonard
Gordon McHan
Hilton Reid
Robert Rivenbark
Robert Roberts
Alvin Stewart
Robert Summerset
Harvey Squires

INDIAN COTTAGE

(No Honor Roll)

INFIRMARY

Bruce Sawyer

———:———

TRADEMARK

I am only a piece of work when I leave your hands
You may never see me again.
But, other people seeing me, will see you.
So put in me the very best you can,
That I may go the way of all good work,
Showing the people with whom I come in contact
That I came from a true workman
Who needs not be ashamed.

—Selected.

THE UPLIFT

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GOD'S TOMORROW

The night is very black and grim,—
Our hearts are sick with sorrow,—
But, on the rim of the curtain dim,
A pulsing beam, a tiny gleam,
Whispers of God's To-morrow.

Beyond the night there shines a light,—
Our eyes are dim with sorrow,—
But Faith still clings, and Hope still springs,
And Love still sings of happier things,
For Life is flighting strong new wings
In search of God's To-morrow.

—John Oxenham

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S. G. HAWFIELD, Editor — LEON GODOWN, Printing Instructor

ADVENTURE

You may not sail the Spanish Main,
Or face Antarctic seas,
Or venture in an airplane
To the Antipodes;
But may find adventure still
To test your heart and nerve,
And prove your firm, unanswering will
Your fellowmen to serve.

For there are realms of human thought
Still unexplored and dim,
And deadly plagues and scourges, fraught
With menace dark and grim,
Which all await their pioneers
To foster and destroy,
And open up for future years
New avenues of joy.

None need to travel very far
To find adventurous ways,
To search the secrets of a star,
Discover healing rays,
Evolve new laws that bless and save,
To make blind eyes to see,
To lengthen life and cheat the grave,
And banish poverty.

From "Tit-Bits," London.

THE WAR AND INCREASED JUVENILE CRIME

It is no doubt true that it is no exaggeration to say that every community in the nation is now experiencing a wave of increased juvenile delinquency. There are many causes, of course, for this, but perhaps the most acute and far-reaching cause of these aggravated behavior problems among the youth has been the war itself. For instance, some of the by-products of this and any other war have been the dignifying of licensed killing and pillaging by armed forces.

Also, there has been the creation of more and more disturbed and broken homes, and also the intensification of problems of inadequate community recreational resources and increased tension and excitement of living in the slums. All of these social ills have in recent months been contributing much to increased crime among the youth.

Frequently the different communities hold conferences and study groups for the purpose of discussing their own situations. They seek in some way to determine what can be done to halt the crime wave and bring about improvement in the community. All too frequently, in such conferences the discussions are too much of an academic nature. For instance, some well-meaning person usually suggests that the way out is to promote a strong program of crime prevention and that by doing this all the difficulties will be solved. This would be wonderful if it were true, but nothing in the history of mankind justifies the hope that crime, even among the youth, will someday entirely disappear from human society. In other words, if one is to be at all realistic he will know and accept that crime will always be with us and that when we think of crime prevention in different communities we must at the same time consider plans for the wisest treatment of offenders.

Generally every village or city approaches the problem of crime prevention from two different viewpoints. On the one hand, there are devices which are designed to serve as deterrents of crime. Among these devices we find the following: policemen, locked doors, burglar alarms, watch dogs, and street lights. All of these are designed to make it difficult for the would-be offender to commit crime, and it is hoped that through them the intended offender may be outwitted. Of course, along with these devices there follow the apprehension and punishment of offenders through the courts.

On the other hand, through community planning there are social programs whose purpose is to prevent crime from the other viewpoint. Generally these programs are intended to serve communities in the wider areas of recreational programs and institutional activities. First of all, a community attempts to determine the factors within its environment that are unwholesome and therefore conducive to crime. This always leads to the recognition for increased facilities for recreational activities, for better schools, better church-

es, more wholesome and stabilized home life. In these areas every community can devise methods and means for improvement. In this connection, too, an attempt is generally made to ferret out those who suffer from individual ailments which tend to handicap them. This leads to an intensification of better health programs. In every community it is found there are those who suffer from ill health of different forms, with its resultant irritability and emotional instabilty. Also, there are those who unhappily are the victims of mental deficiency and its attendant characteristics. Generally it is difficult for the mentally deficient child to do well in school, and he soon becomes a misfit. Retardation in school and lack of social adjustment always contribute greatly to delinquency.

The community which plans social programs efficiently of course maintains an efficient department of public welfare. Through this agency many of the mal-adjusted individuals in the community are handled. Sometimes the home conditions are improved, sometimes the child may be placed in a different home, sometimes the physical ailments are treated. In these ways the potential offender is set on the right road to wholesome living. To the extent that every community does something about this, it is making an effort to control and prevent crimes in the wisest way, realizing at all times there are no short cuts or magic formulas for the prevention of all crimes, just as there are no shortcuts to a perfect society.

On the other hand, no matter how efficient social welfare programs may be, it seems only reasonable to assume that there will always be those that these programs cannot reach, and this leads to the need for child care in institutions such as orphanages and training schools. The medical profession long ago found there were certain physical diseases which after a certain time pass beyond the curable stage, and it is only reasonable to understand that there are also mental diseases and mental cases which, if left in the community, become impossible to treat and cure, even with the most efficient social program. When these cases are ferreted out and placed in institutions, it is possible to treat them under a controled invironment and with a well-planned program of general training. In this sense, the training school should be an intensified community approach to the rehabilitation and redirection of potential offenders of the law.

OUR OBLIGATION TO CHINA

In our present conflict with Japan the people of America are standing side by side with the vast millions of Chinese. They are our staunchest allies in the East. On the one hand we have engaged our Japanese enemy in mortal combat in every arena of battle known to the master minds of military experts, and we have done so with the full and complete knowledge that ours has been and is still a struggle of life and death. We have been fighting a nasty war to protect our own homeland and to halt the aggression of the war lords of Japan. Self-denfense and self-preservation have been our foremost and primary considerations.

On the other hand, we have been fighting a war to free the great Chinese nation from domination by the wicked rulers of Japan. All the world is aware of the fact that the Japanese doctrine of a co-prosperity program for the Oriental nations was a myth or a mere sham, a low and base subterfuge. It was a diabolical scheme, conceived in the most sinister and wicked councils of all ages. We have an alliance with the Chinese to crush these greedy war lords and destroy their power forever.

In these enterprises the great American nation, the most powerful and most respected nation on the globe, is engaged in a romantic struggle for the liberation of the small and down-trodden nations of the earth. We now have it in our power to add to our prestige and fame as never before in the history of the world. Ours is a holy crusade under the benedictions of a God of love and justice.

Our victorious armies in Europe have succeeded in liberating the small and helpless nations on that unhappy continent. They have done a magnificent job. But we still have an unfinished task to perform, and in the performance of this task will come our greatest glory.

History will, no doubt, always record that China was attacked without provocation on her part. The Japanese evidently decided to crush China because she was internally weak and vulnerable, and it was thought that little resistance could be mustered. But the chief goal was to dominate and exploit the Chinese, and to hold them in perpetual slavery.

Of course China was terribly weak, but this was no justification for slaughtering millions of her people. For centuries this un-

happy nation has been cursed with the vilest forms of internal ailments. Yea, it has been cursed with wide-spread ignorance, with over-population, with internal strife and dissension, and a wide divergence of interests, with the traditional worship of ancestors, with greedy exploitation by her own war lords and unscrupulous foreign nations. Because of her sad plight she was vulnerable to the attack of a wicked neighbor.

Today America, with her mighty war machine, means to conquer Japan and thrust her back into her own borders. Today all of America fights in the struggle, and we are divested of all aims and purposes to rule and dominate in the Orient save in our own defense, and in defense of the weak nations in the Pacific.

We have a glorious opportunity and we shall triumph under the banner of righteousness and justice.

* * * * * * * *

ST. JOHN'S BICENTENNIAL CEIEBRATION

During the week which ended August 5th, the members of the historic St. John's Lutheran Church in eastern Cabarrus County participated in the celebration of the bicentennial of this great church. The services on this last Sunday marked the climax of a series of services which had been held throughout the week. Many hundreds and even thousands attended one or more of these services, and it has proved to be a great event in the life of this religious institution.

Throughout the 200 years, this great church has led the way in the activities of a rural church. It has served its people with unusual efficiency and distinguished success, and it deserves the highest commendation from all who have felt the mighty influence of its spiritual powers. It has been as a beacon of light to the people of that community, and has enabled them to keep their faith strong and their faces ever towards God. Because it was founded upon eternal verities it has weathered every calamity and every storm and has always come out to the light of a new day with an ever-increasing determination to move forward with an indomitable spirit.

The most unique feature, of course, in connection with this historic church has been that the members have had an unwavering devotion to the church and to the Divine Architect of the Universe.

Whenever they faced calamity or difficulties it has ever been their custom to look to God for guidance, and this has been the foundation of their progress. It is impossible, of course, to have a complete appraisal of all the good that has been done. The church itself has functioned in the realm of the spiritual areas of life, and it is impossible to measure these intangible things. In other words, more good has been accomplished than anyone has ever known about.

The Uplift is delighted to pay tribute to the founders of this great church and to those who have kept the spiritual fires burning throughout two long centuries. We are convinced that this is only the beginning of a more fruitful era in the life of this great church, as the members there look into the future for the unlimited opportunities that lie before them.

Dr. Oscar Blackwelder, a product of this church and pastor of the Church of the Reformation in Washington, D. C., in his sermon August 5th among other things commented as follows:

> Our ancestors were not just the average run of Europeans coming to America for various and sundry reasons, but they were people of Plymouth Rock faith. They belonged to that aristocracy of intelligence and courage which has ever enabled its possessors to push forward unceasingly for the higher and better things of life. They were people of a granite faith who gave to this community the only name by which it has ever been known, St. John's. We have heard at different times many statements concerning the problems of the country church, but here we should speak with great hope about the possibilities of the country church. You have here a great tradition which has carried you forward to great achievements, and this same tradition will carry you forward to even greater accomplishments in the future.
>
> The secret of the past is the key to the future, and it is not difficult for us to understand your past when we realize that you have ever been faithful to the Augsburg Confession, which was embedded in your original constitution. We also know that you have clung to the open Bible through all the decades of your existence. But the Augsburg Confession and the open Bible, basic and indespensable as they both are, cannot fully account for this congregation for the past two hundred years. Why did Christopher Lyerly volunteer to leave the comforts of his home here and brave the dangers of a journey across the high seas to Germany to secure a pastor for St. John's? Why did Christopher Rentelmann of Organ Church volunteer to cast in his lot

with Lyerly and go to the Old World in search of a pastor for these churches? Yes, they both did this because of faith, but they also did it for another and greater reason, because Christ had lain hold of their lives in such a persuasively compelling way that they were entirely and completely beholden to Christ and were true and devoted servants of his will. Why did Adolphus Nussman give heed to their pleas, bid farewell to his native land, and willingly come here to serve this congregation and to lay the foundations for the continuance of such a mighty spiritual force? Becuse Christ had taken possession of the very depth and fibre of his being and he could do nothing other than assent to this call.

Dr. J. L. Morgan, President of the North Carolina Synod of Lutheran Churches, in speaking to the assembled throng, among other things, commented as follows:

Let me call your attention to this interesting fact: the St. John's Fair was noted for two reasons: first, it was representative of the thrift and ideals of the farmers in this section: second, it was not a county fair, but St. John's Fair. This community has always been noted for its excellent farmers and sound farming methods, which goes back to the early pioneers who were noted for their piety and their thrift.

Dr. Morgan also pointed out his belief that the church was here before 1745, although it had not been formally organized.

It was here in the hearts of devoted and consecrated laymen who were eager and anxious for the opportunity of organizing a congregation. Immigration into this section of the state was materially assisted at the close of the eighteenth century when the colonial governor of Virginia had designated John Lederer, a Lutheran from Pennsylvania, to make an official survey of a likely route into North Carolina. This survey was known as the "Traders Trail" and struck the North Carolina line where the Roanoke River comes into the state; then swung toward Hillsboro, Alamance Battleground, Trinity College site in Randolph county, and the Yadkin River near Spencer.

Not only were the early settlers interested in the church, but they were also deeply interested in schools, as evidenced by the fact that Gottfried Arndt, a teacher, accompanied Adolphus Nussman to the new world. Lutherans have always been interested in education. Lutherans have ever been patriotic, have loved their country, their state, their communities. Do we realize that the walls of this building were built one hundred

years ago? Do we appreciate the significance of the age of this church building? It is almost impossible to say how much St. John's Church has affected our Synod, but we do know that twelve churches in the Synod are direct descendants of St. John's. Do we understand the influence this church has exerted throughout the Synod as a result of such missionary work? St. John's, it is interesting to note, was not a charter member of the North Carolina Synod when it was organized at Salisbury in 1803, and the reasons for this we do not know, but shortly thereafter this church became a member of the Synod. Missionaries went out from this church and from other early churches by covered wagon into Kentucky, Tennessee, Ohio, Indiana, Illinois, Georgia, and Alabama. We will never know how many went from this church or the tremendous influence the people of this congregation had in planting churches within the other states.

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of August 12, 1945.

August 12—Reuben Vester, Cottage No. 7, 12th birthday.
August 13—Clyde Brown, Cottage No. 4, 15th birthday.
August 13—James Spence, Cottage No. 14, 17th birthday.
August 14—Charles Reeves, Receiving Cottage, 15th birthday.
August 17—Earl Holliman, Cottage No. 6, 10th birthday.
August 17—Edward VanHoy, Cottage No. 4, 17th birthday.
August 17—Charles Carter, Cottage No. 4, 13th birthday.
August 18—Samuel Lynn, Cottage No. 3, 12th birthday.

LOCAL HAPPENINGS

By Thomas Stallings, 8th Grade

Items of Interest

During the past week three more boys have been released to return to their homes. Their names and homes are as follows: William Ferguson, Marion; Paul Stone, High Point and Charles Byrd, Lumberton. We hope that these boys will make as good records at home as they did at the School.

Mr. and Mrs. Peck, officer and matron of Cottage No. 1, have gone on their vacation. During their absence the boys of that cottage are staying in the other cottages.

On Wednesday night of last week the boys at the School were given a program by Jack Sparks, a former member of the School. He was accompanied by three other men and a girl who are members of his troupe. All of the boys enjoyed this musical program very much.

Boys Broadcast

On Tuesday of last week a group of sixth grade boys went over to Radio Station WEGO to sing. To begin the program they sang "Home on the Range" and "Good Night Ladies." Then a group of eighth and ninth grade boys gave talks on their work at the Training School. Listed below are the boys' names and the titles of their articles: (1) Thomas Cottrell, "My Work in the Bakery;" (2) Harvey Leonard, "My Work in the Dairy;" (3) Gerald Johnson, "My Work in the Laundry;" (4) William Poteat, "My Work in the Print Shop;" (5) Jack Oliver, "My Work in the Print Shop."

The boys of the morning school section were permitted to go to the auditorium to hear this program.

More New Boys Enter School

There has been quite a number of of new boys to enter the School lately. These boys come from all over the state. Listed below are the names of these boys: Billy Arrington, Waynesville; Billy Best, Newland; Terry Hardin, Spindale; William Caldwell, Asheville; Hubert Inman, Waynesville; Robert Kerr and Robert Phillips, Durham; Howard Wise, Newland; and Charles Davis, High Point.

These boys were placed in the first, fourth, fifth, and sixth school grades. We hope that they will make a very good record during their stay at the School.

Friday Morning Chapel

To begin the program, Mrs. Lefler read a Bible story. Then she led us in repeating the Lord's Prayer. All of the boys then stood and sang "Drink to Me Only with Thine Eyes." Mrs. Childress then read a story, "The Little Drummer Boy," by Albert Bushnell Hart. This story was about a boy who was thirteen years old. He was from East Tennessee where his father had been killed by the Confederates. He was trying to secure a place as drummer boy in the army so as to have a chance to fight back at the Confederates. During one engagement

the little drummer boy's legs were shot off by a shell. Then he and a corporal were captured by the Confederates. The corporal requested that the boy be taken to the enemy headquarters to be treated. The request was granted but when they arrived at headquarters the little drummer boy was dead.

The program was closed by the singing of two songs, "Onward, Christian Soldiers" and "The Battle Hymn of the Republic."

Our Eighth Grade Class Work

Lately in our eighth grade class we have been studying quite a number of different subjects. I will try to list the subjects and the topics below: (1) Arithmetic, the study of percentage; (2) History, the lives of great men such as Columbus, Balboa, Governor John White, etc; (3) Literature, exploration in the field of invention; (4) Science, learning about the earth beneath our feet. We are also using the reference books a good deal at the present time. We have several new boys in the eighth grade who have not caught on to the work yet, but we believe they are trying to get along very well and will do better in the near future.

Making the Honor Roll

I am sure that all who subscribe to "The Uplift" have noticed the honor roll on the last two pages. In order to make the honor roll the boy has to behave himself in the strictest manner. For instance, if a boy gets into any trouble he will not make the honor roll. He must behave himself in the cottage, as well as at his work and in the school department. This is a grand opportunity for the boys because it helps them to prove to themselves that they can behave if they try long enough and hard enough.

NOW LAND!

This poem was found among the papers of a pilot who was killed in action:

"Oft, this earth, I leave behind and soar God's Heavens,
Till sun and stars I find, and fence the towering clouds
with others of my kind.
Fear not, if I should lose my way,
Nor keep sad hearts for my returning day,
'Tis that I flew the Heavens, too high, and reached God's
Guiding Hand,
And heard Him answer to my cry,
"Your journey's done, now land!"

—Author Unknown.

ADVANTAGEOUS USE OF THE LIBRARY

By Mrs. Thomas R. Childress, Librarian

The boys at Jackson Training School have a beautiful and well-lighted library. Aside from the usual furnishings, it has a simple and restful charm enhanced by the draperies of a rich garnet color, potted plants, globes, bulletin boards, and pictures. As one enters the room, he faces borders of large colorful prints of characters from literature, those like Joan of Arc, Robin Hood, St. Francis, and others. These pictures lend dignity as well as beauty to the setting, and readers instinctively approach the shelves of books with an attitude of quiet appreciation.

The library is kept clean by library helpers who also assist readers in finding books, charging and renewing books at the desk, placing books on the shelves, etc. They are trained also to help the librarian in such manual tasks as cleaning books, shifting collections of books, shellacing book covers, etc. The boys also learn to file and to keep circulation records.

The books are selected to meet the recreational and academic needs of the boys, and these are supplemented with books borrowed from the county library. All the pupils are encouraged to make such use of each period in the library that every boy, upon leaving, will have acquired some knowledge and pleasure that was not his before entering.

Thus, the first essential in the proper use of the library has been met in the provision of such excellent library facilities.

The second essential in the advantageous use of the library is an understanding of the classification system used. There are several systems that have been worked out, but in this country the system most generally used is the Dewey Decimal System. It is employed in standard school, public, and college libraries everywhere. In some large public and university libraries, the Library of Congress System is used, but even then, in combination with the Dewey Decimal System. Therefore, a basic knowledge of this Dewey Decimal Classification System is needful. At present the books of the Jackson Training School Library are being classified. Within a few weeks, a sufficient number of books in each main division will have been classified to form a sizable nucleus from which to begin effective use and growth of the library. Pupils will be well enough trained in the understanding of the system to enable them to help themselves, and their teachers into better school work by independent searching for materials needed without aimlessly glancing over, or through numerous books which have no bearing upon the subject desired at the moment. Practice in the proper use of even a small organized library will train the reader to be at home in any library. He will understand that each book has its own cards in the catalog. He will understand that in any library, each subject will fall somewhere into one of the ten main divisions of knowledge, and the num-

bers for each of these divisions will be taught to him so that he may enter a strange school, or public library with bearing, because he will know the meanings of the numbers on the covers of the books.

In addition to the basic knowledge of the use of the library's classification system, one must understand the proper method of using the book itself. He must know the means of judging the timeliness of the book. For example, in studying the late developments in science, the date of the book must be determined. The pupil must know the difference between the date of publication and the date of the copyright. He should know how to use the table of contents, its purpose, how to use the index, special vocabularies, etc. He should be inquisitive concerning the author, how or why he came to write the book. He should know how to use the dictionary effectively, its key to pronounciation, where to find proper names, abbreviations, foreign words and phrases, etc. He should be aware of special aids such as the World Almanac, books of quotations, special sets of books on special subjects. Who's Who in America, and numerous others to be found in all libraries. Certain technical knowledge is applicable in the examination of all books, but there is hardly an end to all there is to be learned about books and the help they may be to us in all pursuits. For, books themselves are much like people, varied in their interests and types, and each one having its own personality and peculiarities, and yet, all are similar in many respects, just as are people.

It is hoped that the library of Jackson Training School will, like the school itself, with each passing year, grow into a finer execution of the purpose for which it was founded. To help realize this worthy goal, every effort will be made to develop the interests of the boys in good books, that they may seek to understand and appreciate many excellent books that have been lonely, and too long confined to their places in the shelves.

"Except a living man there is nothing more wonderful than a book! A message to us from the dead—from human souls we never saw, who lived perhaps, thousands of miles away. And yet these, in those little sheets of paper, speak to us, arouse us, terrify us, teach us, comfort us, open their hearts to us as brothers."—Charles Kingsley.

TO HATE A MAN—

Is to put yourself beneath him.
Is usually to confess that you do not know him.
Is always easier than trying to understand him.
Is the beginning of the suicide of the soul.
Requires less mentality than to adjust differencs.
Is to begin the wrecking of your own happiness
Is to be as guilty as he is.

—Exchange.

CLIMBING

Adapted from an Address by A. Leroy Jones

The young student, of course, is climbing the Tree of Knowledge. It is a very tall tree and no one has yet reached the top, but the higher you go, the better and more interesting you find it. Those who are nearest the top tell us that the view is magnificent and that the air is exhilarating. The student who has attained some degree of success knows that it does get better as he climbs higher, and would not be back where he was the year before for anything.

People have sometimes thought that the Tree of Knowledge was the only thing worth climbing—that the mind was the only thing worth training. It might be well to remember that King Solomon, who has often been called the wisest man, constantly advised his son to get wisdom. "Get wisdom," he said "and with thy getting, get understanding." Of course, he meant something more than merely learning lessons, but you cannot get wisdom and understanding without learning lessons—really learning them so that you can make some use of what you learn.

Like Aristotle, the great philosopher, we know that it is a man's mind which makes him superior to the animals. There is hardly an animal that is not superior to man in some respect; in strength, in swiftness, in keeness of sight or hearing. But by means of his superior intelligence, man is master of them all. The thing that distinguishes man from all the rest is his intelligence; therefore, said Aristotle, he should cultivate his intelligence and raise himself as high as possible. Man is a thinking animal. Aristotle therefore, advises us to think and know as perfectly as possible, and the best man is the man who does this best. The greatest difference between the savage and the civilized man lies just here. Progress in civilization means essentially progress in knowledge.

Although highly important in our lives, knowledge, wisdom and intelligence are not the only things at which the young student should aim, and if they are he will not go very far in life, for there are some other very important things essential to a well-rounded life.

Right here, we shall mention such things as physical health and strength, and the qualities which go to make up character. The young person will do well to keep before him the value of a sound mind, a sound body and a sound character. No one nowadays needs to argue that a sound body is most desirable. In the Middle Ages people thought they should starve their bodies, do painful things to "mortify the flesh" in order to be truly good. Today's idea of goodness is far different, and most of us find it easier to be good when we are well than when we are ill. Even the ancient Greeks knew that and they used to give much attention to the care of the body. As we well know, their average intelligence was far above that of their neighbors. We hear much less about their training in character-building. Of course, the great Socrates was chiefly interested in moral training, but even he believed that training in knowledge of right and

wrong was the only essential thing. He said, if a man knew what was right, he would be sure to do it—that no man would knowingly do wrong. It is probably true that Socrates never knowingly did wrong. When unjustly condemned to death, he refused to allow his friends to rescue him and get him out of the country. He was a man of wonderful self-control and nobility. Most of us lack these qualities. We constantly do things which we know we should not do, and neglect those we ought to do. We need not only to know what is right but to practice doing it. We need to train ourselves at every step in order to have the necessary strength to take us over the hard places.

There is work for a climber to do all the time. There are always difficulties to be surmounted. He must first climb the Hill of Difficulty. It will sometimes be pretty rough going, but we wouldn't wish it to be always easy. To keep going on when the way is rough is what makes the climb worthwhile.

At mountain resorts we sometimes hear of what is called a "Ladies' Climb." This is usually a well-beaten path, mostly in the shade, with no very steep places. One can make the trip without getting out of breath. There are springs and places to rest along the way, and you can make the trip and get back in time for lunch. No live boy, no boy with the qualities of of a good climber would be satisfied with a trip like that. He wants something that will test his wind and muscle and staying powers; something that will make him stronger and prepare him for a still stiffer climb.

A good climber is like that in school. He wants to do the thing that will help to make him a better climber. He doesn't want to take all the easy short-cuts; he doesn't whine whenever he gets into difficulties; he doesn't want somebody to boost him up all the steep places. While it is true that there are boys who do all these things, they are never very popular with the other boys. In some manner they manage to "get by" and finish high school. Some of them get into college, usually by getting themselves carried over the entrance examinations on a tutor's back. After they get into college they are useless to themselves, a hindrance to their class mates, and a nuisance to their instructors. They come to be known to the faculty as "lame ducks." There is no worse climber than a lame duck. A duck isn't much of a climber at best, and a lame one hasn't any business trying to climb.

All along the line, from the elementary schools to graduation from college, is a hard climb. If a boy gets very far behind he finds it extremely difficult to catch up. Of course, the college graduate hasn't reached the top. He has just reached the point where he can begin to do really difficult climbing. A genuine climber goes on climbing as long as he lives.

Now what is it all for? Why should we keep on climbing? Of course, it is good fun, a part of the time, but it is very hard, disagreeable work a good deal of the time, too. Sometimes we climb simply because we are told to do so, or because we want to gain strength and skill to be better climbers. But we don't climb simply in order to be able to climb better. We climb because we want to get somewhere. What is our goal; what is the summit

we wish to reach? Isn't it true that we all wish to reach a position of usefulness in the world? A place where we can be good for something and help things along? I cannot imagine a worse fate than to go through life without being of use to anybody. Even a toy dog is good for something—though only a source of amusement to a little child—but some people seem to be absolutely worthless.

Most people are of some use, but there are very few who couldn't be of much more use if they were good climbers. What is the surest test of a good climber? What sort of a boy is sure to make the most useful citizen? I think it can be stated in a few words. It seems to me that the one best thing you can say of a boy is that he can be trusted with responsibilities. If he is to be trusted with responsibilities, he must have knowledge, good sense, endurance, self-reliance and all the other good qualhities that make strong character. When he has a task to do, he must be ready and able to find the way to do it. He must persevere to the end.

To be a good climber, a boy must be the kind of whom may be said, "When a task is assigned to that boy, I know that I can be perfectly sure he will do it" or "He is always 'there', he is reliable, he uses his head, he doesn't give up, he doesn't forget, he doesn't procrastinate." An excellent motto for such a boy to follow, comes from the pen of Tennyson: "To strive, to seek, to find, but not to yield."

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Women have at least one advantage over men—they don't have to shave. The majority of men may think that the proverbial conversation from his barber makes up for forced visits to the barber shop. On the other hand, others prefer their shave and haircuts done in silence, I've heard them remark.

This story is told of a determined looking man who entered a barber shop and demanded a haircut without conversation:

"Excuse me, sir, but—" began the man he addressed.

But the determined looking customer insisted: "I won't excuse another word. I've just left my regular barber because he was too talkative, and I insist upon your cutting my hair without chatter."

When the click of scissors had been going on for about ten minutes, the man in the chair found his head looking like a well worn scrub brush.

He roared "What do you mean by this?"

And the answer was: "It's the best I can do. You see the barber's out, and I'm only the plumber dropped in to stop a leak."

—Morganton News-Herald.

SWING TO LEFT

(Stanly News & Press)

Although many interpretations will be placed upon the downfall of the Churchill government in Great Britain last week, the most satisfactory one will be that the British people sensed the fact that although he was a magnificent leader in war, he and other leading members of his party are not temperamentally suited for the task of making peace and of rebuilding England.

The Conservative party, of which Mr. Churchill was one of its most liberal-minded members, has not been giving the consideration to the "man in the street," or the "forgotten man" that he felt should be given to him after it became evident that the Allies would conquer the Nazis. The Labor party which has socialistic tendencies has been advocating government ownership of the heavy industries as well as ownership of the railroads and other public facilities The leaders of this party had also been more definite in their plans for rebuilding England, and so when the British people went to the polls almost a month ago, they voted for the candidates of the Labor party, giving that group an overwhelming majority in the House of Commons.

Those in this country who would interpret the changes as very radical will find that this country experienced a similar change in government in 1933, for the Roosevelt New Deal party advocated the very things which the British Labor party is now advocating. Of course, the Roosevelt policies were altogether as radical as the Labor party will adopt, but, in some ways, they were more radical, for they were promulgated 12 years ago; since which time we have fought a terrible war to give the common man more of the rights to which he is entitled.

The people of Britain have not liked the Churchill attitude towards some of the other nations of the earth, particularly his attitude towards Franco in Spain. The British policy in Italy has come in for much criticism, and the Indian problem is one which the British people feel should be solved, although they are not certain that it can be.

The British realized a long time ago that they would have to get along with the Russians, despite the fact that many in the Conservative party still dislike and fear the Russians to the point where they would like to reestablish Germany as a continental power, although such a policy resulted in the present struggle. With a government patterned somewhat along the lines of the Russian government, the British feel that they will be in a position to understand and appreciate the Russian policies.

There are those who think that the swing to the left in Britain will result in a further swing to the left in this country which may be true. While changes may not be violent, they will be revolutionary in nature. It is our opinion that none of the radical changes will come until the folks find it necessary to begin to tighten their belts again. The period of readjustment will encourage thinking along

radical lines, with changes being brought about through the ballot.

Some of the changes which are to come in this country will be the extension of policies established by the Roosevelt administration while others will be those which were only advocated by him and the other leaders in the party. Perhaps some of them should be mentioned, and these come to mind readily:

(1) Extension of the wage and hour laws to cover all persons who work for wages.

(2) Strict government control, if not actual ownership of transportation facilities, particularly if the railroads do not show more wisdom in managing their own affairs than they did in the years before the war.

(3) Stricter control of use of natural resources by private corporations, with attention to water power, coal, steel and other metals.

(4) Interest rates that are really low, made possible through government lending agencies.

(5) Government control of medical and hospital facilities, enabling all persons to secure adequate medical care without having illness in the family work hardships that must be endured for years.

These are some of the matters that are on minds and hearts of the American people, and those men in positions of leadership who shut their eyes to these facts will know sooner or later how Mr. Churchill felt last week when it appeared that the whole world crumbled about him.

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TRIBUTE TO A UNITED PEOPLE

The magnificent monument erected by the State of Kentucky on the Chickamauga battlefield contains one of the finest tributes ever written:

"As we are united in life,
And they are united in death,
Let one monument perpetuate their deeds,
And one people, forgetful of all asperities,
Forever hold in grateful remembrance all the
Glories of that terrible conflict
Which made all men free, and retained
Every star in the nation's Flag."

Today we are fighting around the world for the freedom of all people everywhere. We can honor best our heroic dead by buying War Bonds and giving our best for a speedy victory over Japan. Let us love our country in deeds as well as in song. America now stands for the liberty of the whole world.

—MasonicNews.

TOMORROW

By John W. Holland in The Progressive Farmer

From the mists of the Middle Ages comes this strange myth. It is said a man on earth was seriously thinking of doing a great, good deed which would bless many people and purify his own heart.

It happened that Satan was very desirous of preventing the man from this good decision. So Satan called a council of his imps to devise plans to accomplish his evil purpose.

One plan after another was presented, but impatiently rejected by Satan as unworkable. "You can't tempt this man by any ordinary means," he shrieked.

"He understands that he might get more selfish pleasure and glory by doing something else. He can't be moved that way."

Then a contemptible looking imp neared Satan's throne and said. "If you send me to foil this man, this is what I'll do—I will show him that this good thing he wants to do is the noblset, highest action he can ever take, but I will convince him that he ought not to be hasty, but take more time for its consideration I will get him to put it off until tomorrow."

A gleam of Satanic satisfaction shone in Satan's eyes. Said he in great glee: "This is the best idea I have ever heard in Hades. Go forth, touch this man with the pasly of procrastination, and when you have finished with him, stay on earth. I need you there."

And so that snaky, slithering little imp has been on earth ever since—whispering into the ears of people the paralyzing idea of waiting till tomorrow.

The Bible has this great word, "Today if you will hear my voice harden not your hearts . . . Today is the day of salvation."

Postponed good rarely ever gets done. What waits for tomorrow usually waits for eternity. How often many a man has intended to repent of his sin and return to God! He still intends to do it—some day—but every year it becomes easier for this beautiful purpose to wilt down through inaction. I have in mind a man who kept promising himself that he woulld unite with the church and attend worship service with his wife. She waited many years for his decision till one day she complained of a pain in her heart. He went to church with her finally—but it was to her funeral.

Come to think of it, tomorrow belongs to God. Now is the only time I have and this "now" is forever slipping into the past. If I am going to repent, now is the time. If I am going to curb some vice or selfishness, now is the time. If I am going to improve my mind or my house, or my farm, now is the time.

Well does some writer suggest: "Tomorrow is a date nowhere to be found save in the fool's calendar."

A man achieves according to what he believes.

PRIME MINISTER NOT ELECTED DIRECTLY BY BRITISH VOTERS

(The New Day)

British voters have no opportunity to elect directly their Prime Minister, who is appointed by the King, upon selection usually by the party with the largest number of members in the House of Commons.

In a change of government, British procedure varies from that of the United States where the President and Vice President are named in a national election.

The Vice President becomes head of the government in the event of a vacancy in the presidency during the four-year term.

The British Prime Minister must be a member of Commons and is elected to that seat by votes in a district he represents. There are 615 seats in the House. The Prime Minister selects his cabinet from members of Parliament, a practice differing sharply with that in the United States where the executive and legislative branches are seperate.

Parliament serves indefinetly until dissolved by the King, who calls a new election. A change occurs normally when the Prime Minister's government is beaten by Commons on a major issue.

The procedure for the present change is this:

1. The Prime Minister resigns to the King for himself and cabinet.

2. The King calls upon someone, in this case Churchill again, to form a "care taker" government to serve until the election is held.

3. The party winning the most seats selects a Prime Minister, who is appointed by the King on advice of the Privy Council.

4. The Prime Minister selects a cabinet.

5. The new Parliament affirms the choice by a vote of confidence in the government and the administsation continues in office until Commons beats it on some major question or refuses a requested vote of confidence.

With Britain's cabinet sitting in Commons, they are available for day by day questioning by members on operations of the government. In the United States, cabinet members have to be called before congressional committees when information is wanted.

———:———

Entirely too many of us conduct our lives on the cafeteria plan—self service only.

ONE MAN ARMY KILLS 58 JAPS IN TEN MINUTES

(Selected)

Private First Class Clarence Craft joned the 96th division on Okinawa as a replacement in April. Until then he had not killed a single Jap. But the GI from Santa Ana, Calif., made up for lost time in a big way. In fact he turned out to be a one man army and his regimental commander says Craft's single handed exploits helped snap the Japanese Shuri defense line.

Craft's story begins on May 31st, when units of his division were pinned down at the base of a hill by Jap machine gun fire. For ten days the Japs had held up two American battalions, but things began to happen when a company and two platoons charged up the hill.

Craft went into action. He scrambled to the peak and began to toss grenades into trenches and foxholes while his comrades passed the ammunition up to him. He straddled a trench and poured rifle fire into it. Then he jumped in and mowed down the Japs as they got to him. Striding through the trench, Craft knocked out a heavy machine gun and its crew. The Japs he didn't kill he herded into a hillside and sealed them up with a demolition charge.

When the smoke and fire had cleared from the one man battle ground there were 58 dead Japs—thirty of them the victims of Craft's deadly fire. The whole action took only ten or 15 minutes, But fellow GI's who had a ringside seat said it was a fighting performance they could hardly believe. Craft, who is married and the father of a four year old son, is modest about his exploit. He says he couldn't have done it without the backing of his buddies who protected him with covering fire.

———:———

THE GREATEST

What do you think endures? Is it a great city, or a teeming manufacturing state? Or a prepared constitution? Or the best built steamships? Or hotels of granite and iron? Or any chef-d'oeuvres of engineering, forts, armaments?

Away! These are not to be cherished for themselves. They fill their hour; the dancers dance, the musicians play, the show passes, all does well enough, of course. All does very well till one flash of defiance.

A great city is that which has the greatest men and women. If it be a few ragged huts, it is still the greatest city in the whole world.—Walt Whitman.

NOT TOO SOFT

(Selected)

The traditional trait of Americans is a reputation for being soft hearted. We seen to have a difficult time getting aroused to a state of hatred for our enemies. Now that the fall of Kermany is near at hand, there is isusing a great deal of propaganda from Germany, trading on the hope of our benign spirit of forgiveness. The idea they wish to sell is that the German people are peace-loving, warm natured, kind hearted. It goes on that they themselves are not to blame for the Nazi over lords, who forced them by strong arm methods to accept Hitler and his henchmen, that the Nazis are in the minority and consequently the majority of the German people are innocent. And so they will plead for an easy peace settlement, beseach the Allies to show them great mercy for strains and sins of which they are not guilty, that they were against from the begining! You may think this sort of thing is not fooling your neighbors, but believe instead that the seed is sown in minds that want to believe and the idea will grow and spread until others are affected and the outcome could be one that would be harmful to our country's welfare. The atrocities that have been published have not been issued from our own propaganda centers but are proven instances, such as American prisoners lined up in the snow and machine gunned. Remember the horror of the German concentration camps, of the Polish camps that held those ovens for burning the bodies of the enemies of the German Reich? These are not stories concocted just to make us hate. They are actual facts, the deeds that make us know that Germany must NOT have an easy peace settlement.

———:———

LET'S LAUGH AGAIN

After making the rounds, the story of the international joke has returned, and here it is:

When an Englishman is told a joke, he laughs three times: first, to be polite; second, when the joke is explained, and third, when he catches on.

When an Italian is told a joke, he laughes twice: first, to be polite, and second, when the joke is explained. He doesn't catch on.

When a Frenchman is told a joke, he laughs once; before he catches on.

When an American is told a joke, he doesn't laugh at all—he's heard it before.—Sunshine Magazine.

THE SPIRIT THAT IS AMERICA

By R. O. Vandercook in Graphic Arts Monthly

No word written, spoken, or printed can express the spirit of America. It is too elemental—a force that descended upon Washington and the Continental Congress, and was the guiding light when no human precedent could show the way.

The spirit that is America produced the Monroe Doctrine. It brought about the Louisiana Purchase. It prevented the building of fortifications between the United States and Canada, and it won the West.

It was the spirit of America that composed the Star Spangled Banner, and the Gettysburg address. It was the spirit that brought about education for every citizen. It sprinkled libraries all over this country, using as its instrument men of great wealth.

It was the progressive spirit that is America that produced the greatest inventions, and made possible the greatest purchasing power of every citizen, and gave to those who create by hand and brain the greatest returns for their efforts.

May it continue to inspire every artisan in our factories, and the leaders of our military forces, and remove from them jealousies and vaulting personal ambitions. May it turn our practical politicans into statesmen, and weld us into a more united hemisphere.

———:———

FRIENDS

To have one friend whom you can trust,
Is like a garden with one flower rare,
With blooming fragrance that fills the air;
One who understands, and yet—
Will listen and help—but not forget.
To have one friend like this in life
Is worth all recompense and strife,
To have one friend like this, I say,
Makes brighter and happier every day.
And in this garden that is so fair
Will be precious memories rooted there.

—Selected.

NEWS OF FORMER STUDENTS

Just a few days ago, a letter came to us from O. Milton Hunt, Jr., who was a member o our pfrinting class twenty-two years ago. Milton, who is now thirty-seven years old, wrote us a very interesting letter last January. At that time he and his family were living in Los Angeles, California, where he was a civilian employee of the United States Army Air Corps.

His recent letter, dated August 2nd, came from Bogota, the capital city of Colombia, South America, and reads as follows:

"Dear Mr. Godown; Your magazine, The Uplift, finally caught up with me. Need I say how grateful I am to you for sending it? It was very interesting. Down here one reads nothing but Spanish. Being a good American, I really appreciated an opportunity to read a little English.

"No doubt, you in the States read a lot about South America, and how air-minded this continent is becoming. That's what I am here for. This trip will keep me from the States for a long, long time—1951 will be the year I shall return.

"Right now I have much to do. My schedule of work is set up for the next six years. This will take me into Argentina, Bolivia, Brazil, Chile, Ecuador, Paraguay, Peru, Uruguay and Venezuela. In addition to this, it will be necessary for me to spend some time in China and India.

"My schedule, providing nothing happens, will bring me into Havana, Cuba, by Christmas, 1951. My little family flies right with me. We have become quite air-minded.

"Please remember me to those of the faculty whom I knew more than twenty years ago. You can drop me a line at the Hotel Granada, Bogota, via air mail, and it will be forwarded to me. With all good wishes. Sincerely yours, O. Milton Hunt, Jr."

—:—

Mr. and Mrs. L. S. Kiser, officer and matron in charge of Cottage No. 4, recently received a letter from Theodore A. Bowles, who was formerly a house boy in that cottage.

Teddy entered the School, July 17, 1936 and was conditionally released, May 16, 1942. His record while with us was very good. When permitted to leave the institution, he was placed with an uncle at Graham, and he continued his good record there. In May, 1944, a progress report from the welfare department at Graham stated that Teddy had tried to enlist in the United States Navy but was not accepted, due to a defect in one eye. He was then awaiting his eighteenth birthday in July, and a chance to be inducted into the United States Army under the selective service system.

No further reports concerning Teddy's activities had been received here until the arrival of his recent letter. He wrote that he was a member of an Army Engineer outfit, and had been stationed in the Philippines for quite some time. The fact that he has attained the rank of corporal would indicate that Teddy is still keeping up the habit of making a good record. His letter reads as follows:

"Dear Mr. and Mrs. Kiser: How is everything back at the Training School these days? I am well and hope you folks are the same. I reckon

you thought I had forgotten you, but I haven't. Are you still in charge of Cottage No. 4 or do you have one of the others? I have not heard from you in so long that I don't know a thing about what is going on back there.

"Well, the news here is pretty well summed up in heat, rain, mud and a lot of mosquitoes. I am a corporal in the engineers and am now stationed in the Philippines. Was in Manila on a pass today and looked over the ruins. Sherman, in his march through Georgia, could not have caused as much damage and suffering as those Japs did when they left Manila.

"Will you please let me know the price of The Uplift? I want to subscribe to it. It has been a long time since I've heard anything about the School, and I'd like to know what is going on there.

"Please remember me to all the folks I know at the School. With best wishes to you both, I am, Yours as ever, Ted."

—:—

On Friday of last week, we received a letter from J. W. McRorie, who was a linotype operator in our printing class a little more than two years ago. For the past eighteen months, our friend, "Mac," has been in the United States Navy. He has written us quite frequently ever since entering the service, and we are always glad to hear from him. In his last letter from the Pacific area, dated July 21, 1945, he enclosed a snap-shot of himself, taken while on shore leave in one of the South Pacific ports. Mac is now rated as seaman, first-class. From the looks of the picture it would seem that the life as a "gob" is agreeing with him. He writes as follows:

"Dear Mr. Godown: Hope you are feeling fine these days. I am in the best of health. We are now underway for another port. Hope to be there next Tuesday, and also hope to receive some mail when we arrive. I have been receiving The Uplift quite regularly. There are usually a couple of copies waiting for me every time we reach our mail port. It is great to be able to read about the activities at the old School when located off in some far corner of the world, and I want to thank you for sending them.

"Was on liberty a week or so ago and bought a few more souvenirs. They certainly cost like the dickens. Also had a couple of pictures of myself made on the beach by an Army photographer. While the negatives cost quite a bit, I can have as many reprints made aboard ship, free. Am sending one of the prints for your big book. Hope you'll like it. We don't have the equipment on the ship to make the best kind of prints, but we're glad to get them, even if they are not so good.

Yesterday was pay-day, and I had $282.00 on the books. I drew $18.00 for personal use, such as purchasing souvenirs, toliet articles, pictures and candy. I still keep from smoking, so there is no need to spend money for cigarettes or pipe tobacco.

It seems that the war out here is coming to a quick end, and it can't end too soon for me. The news sounds pretty good from day to day. I can say proudly that the Navy has played

a very large part in winning this war. Many of the sailors say, 'If it wasn't for the Navy, where would the Army be,? but what really is making things click is that all branches of the service are working together. From the looks of things now it is my opinion that the war will not last over six or eight more months.

"The last time we received mail, I got twenty letters, one package and two copies of The Uplift. That's not too bad, considering the small number of people I know. Most of the letters were from mother.

"Thanks a lot for the pictures of former boys of the School. I knew most of them. If you have any extra prints of scenes around the School, I would certainly like to have them.

"Please remember me to Mr. Fisher, Mr. Kiser and all the rest of the folks I knew at the School. Will be looking for a letter from you soon. The best of luck to you. Sincerely, J.W. McRorie."

———:———

THE COST OF A BOY

A careful estimate has been made as to the cost of a boy to society. His rearing and education through the eighth grade, on the average, will amount to not less than $3,600. An additional $2,500 is needed to meet all his expenses through high school. If he goes through college, it is an additional cost to society of $4,000.

The sum expended by the community, state, and nation for his protection must be added, bringing the total cost to society for the rearing of a boy to manhood, and giving him a college education, to an estimated amount of $25,000. This means that a college graduate starts out in life with a debt of $25,000 to the world for all that has been done for him up to his graduation.

But the attitude of many a boy is that the world owes him a living. He begins his career with the idea that he is to get from the world what is due him; there is so much wealth in this world, and he must have his share. The thought of his own obligation to society for what he has received, seems to have no place is his calculations.

There is urgent need for a changed attitude on the part of such youths, bringing them to the recognition of their responsibilities to the world in which they live.—Sunshine Magazine.

SUNDAY SERVICE AT THE SCHOOL

The guest speaker at the regular afternoon service at the Training School last Sunday was Rev. J. N. Wise, pastor of Epworth Methodist Church, Concord. For the Scripture Lesson, he read Matthew 7:24-29, and the subject of his inspiring and helpful message to the boys was "Building."

The speaker began by stating that he was sure every boy in the audience knew what the word "building" meant, since he had seen evidence of some very fine work along that line which had been done by the boys at the School.

Every boy is a builder, as well as the older people, said Rev. Mr. Wise, and we are today just what we have made ourselves. We are daily building character, and we have the right to choose the material we use.

As one goes about the country, said he, we see many great buildings being erected. As we look at those buildings, we are certain they will last a long time, and in many cases we are tempted to predict that they can never be destroyed. But great as those buildings may be, it is possible for any of them to be destroyed in a very short time by fire, earthquake or some other great calamity.

The speaker then told the boys that they were daily building something of far greater value and importance than any sky-scraper ever erected by our finest engineers. That building, he added, is known as character. In building character we have the right to choose the materials which are to be used. While other buildings are sure to eventually crumble into dust at some future time, character is a structure which, if properly built, will last throughout eternity.

Rev. Mr. Wise then stated that as boys, we lay the foundation for our characters, and he pointed out how careful a boy should be in selecting the materials for this foundation. We have the word of Jesus Christ that the man who lays this foundation well, is indeed a wise man.

A few things which ought to be used in building character were pointed out by the speaker, as follows:

(1) If we are to build our lives well, we should build by the great principle of truth. There is nothing to be more admired about a boy than to say that he is truthful. When a man of good character gives you his word about anything, that is as good as his bond.

(2) Character should be built by the principle of honesty. We should always be honest with ourselves; honest with our fellow men; but above all, we should be honest with God.

(3) We should build our lives by the Golden Rule. All the heartache and suffering in the world today have been caused by the failure of men to abide by this rule. If our lives are governed by the Golden Rule, we shall have no regrets when the time comes for us to leave this world.

(4) The outstanding plan to be followed in the building of our lives is to try to imitate so far as humanly possible, the life of Jesus Christ, who was sent down to man by the Great Master Builder. No other foundation can provide as good support for

our lives than that laid according to the Master's teachings.

In conclusion, Rev. Mr. Wise told the boys that in building our lives we shall, of course, make many mistakes. However, the Christian has the assurance that the Master stands ready at all times to help us correct our mistakes, and enable us to erect a structure that neither time nor eternity can destroy.

Rev. Mr. Wise was accompained by his wife. We were delighted to have these good folks with us, and trust they may find it convenient to visit the School again.

Also present at this service was another guest of the School for the day. Supenintendent Hawfield addressed a few words of welcome to John (Hank) Lehman, and then presented him to the boys. Mr. Lehman is the manager of the Concord "Weavers," the baseball team that represents that city in the North Carolina State League, and at the present time he is leading the league in batting. Like all other boys, our lads are great baseball fans, and both they and the officials of the School were glad to have him with us on this occasion.

———:———

LET'S BE BRAVE

Let's be brave when the laughter dies
And the tears come into our troubled eyes;
Let's cling to the faith and the old belief;
When the skies grow gray with the cloud of grief;
Let's beat the sorrow and hurt the pain;
And wait till the laughter comes again.

Let's be brave when the trials come,
And our hearts are sad and our lips are dumb;
Let's strengthen ourselves in the time of test;
By whispering softly that God knows best;
Let us still believe though we cannot know;
We shall learn sometime it is better so;

Let's be brave when the joys depart,
Till peace shall come to our troubled heart;
For the tears must fall and the rain come down;
And each brow be pressed to the thorny crown;
Yet after the dark shall the sun arise,
So let's be brave when the laughter dies.

—Edgar A. Guest.

COTTAGE HONOR ROLL

Week Ending August 5, 1945

RECEIVING COTTAGE

Thomas Brantley
Claude Bridges
George Bridges
Charles Brown
Ralph Cranford
Dean Harris
Harry Matthews
James Perkins
Charles Reeves
James Teague
Frank Westmoreland
Charles Young

COTTAGE No. 1

J. C. Alley
David Prevatte
William Britt
Hubert Black
Lyndon Barnett
Robert Canady
George Cox
Worth Craven
Horace Collins
Calvin Davis
Thomas Everhart
Raymond Harding
Ralph Gibson
John Linville
Jack Lambert
A. J. McCraw
Clay Shew
J. W. Smith
Franklin Robinson
Marvin Walls

COTTAGE No. 2

John Allen
Harvey Arnett
Louie Ashe
Walter Byrd
Haney Cothrin
Rufus Driggers
Robert Furr
Gerald Johnson
Donald Kirk
Chester Lee
Howard Manus
Barney Mills
Robert McDuffie
Harold McKinney
John McLean
Stanford McLean
James McMahan
Knox Norton
William Phillips
Hayes Powell
Melvin Radford
Van Robinson
James Snead
Kermit Wright

COTTAGE No. 3

James Arrowood
Eugene Bowers
Craven Callahan
Joseph Case
James Christy
Talmage Duncan
Charles Earp
Lindsey Elder
Earl Green
Jesse Hamlin
Robert Helms
Jack Hensley
Cecil Kinion
Lawerence Littlejohn
Samuel Lynn
Jack Oliver
Robert Peavy
Lloyd Purdue
Donald Redwine
Kenneth Staley
Thomas Staley
William Ussery
Clyde Wright

COTTAGE No. 4

Clyde Brown
Leonard Bradley
Charles Carter
Paul Carpenter
Sterling Farrier
Eugene Grice
Robert Hogan
James Hill
Hobart Keaton
Roy Miller
William Meadows
James Parker
Leroy Pate
James Smith
Brady Tew
Leslie Winner

COTTAGE No. 5

Carl Church
Jack Church
Woodrow Davenport

Patrick Ford
Allen Gibson
James Hill
Earl Hoyle
Rodney Mintz
Thomas Sessions
Robert Wilkins
William Walls

COTTAGE No. 6

Donald Branch
Thomas Childress
Coy Creakman
Robert Driggers
Keith Futch
Earl Gilmore
William Hawkins
Robert Mason
Jerry Oakes
Robert Porter
James Walters
Leroy Wilkins

COTTAGE No. 7

Russell Beaver
Robert Bradberry
David Brooks
Charlton Cox
John Hill
James Knight
Ned Metcalf
Joseph Mitchell
Eugene Murphy
Edward McCall
Jerry Peavy
Jack Phillips
Hubert Pritchard
Kirk Putnam

COTTAGE No. 8

COTTAGE No. 9

Thomas Corley
Carl Davis
Ray Edwards
Liston Grice
Richard Johnson
Eugene Peterson
Edward Renfro
Thomas Wansley
Clifton Kerns

COTTAGE No. 10

(No Honor Roll)

COTTAGE No. 11

Charles Alexander
Donald Bowden
Jack Gentry
Alvin Hilton
Fred Holland
Thomas Hyder
Lee Lockerby
Kenneth McLean
Edward Morgan
James Phillips
Alvin Porter
Leon Rose
Ralph Tew
Martin Walters
Elmed Heath

COTTAGE No. 12

COTTAGE No. 13

Earl Allen
William Andrews
Fred Bostian
William Black
Erwin Ewing
Robert Hobbs
Benny Payne

COTTAGE No. 14

Howard Hall
William Lerschell
Reeves Lusk
Landon McKenzie
James Shook
Grover Shuler
Thomas Stallings

COTTAGE No. 15

William Best
William Caldwell
Jack Crump
Alvin Fox
Marcus Hefner
Harold Harmon
David Kinley
Gordon McHan
Harvey Squires
John Wilcox

INDIAN COTTAGE

Ray Covington
James Chavis
Thomas Chavis
Allen Hammond
Morrison Jacobs
Clyde Locklear

INFIRMARY

William Brooks
George Guyton
Norman Hentschell
Bruce Sawyer
Dwight Murphy

THE UPLIFT

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SUNSET

The western sky is all aflame
With colors grand, of every hue—
Red, gold and pink and purple,
Mingled with shades of blue.

It is the bright red noonday sun
That warmed the earth today,
Sinking quietly to its rest
In such a perfect way.

That as I watch it disappear,
I wish, when I depart,
My life could leave a wonderous glow
To cheer some faltering heart.

—Alberta Louise Moore.

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INDUSTRIAL SCHOOL

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S. G. HAWFIELD, Editor — LEON GODOWN, Printing Instructor

DREAMERS OF DREAMS

We are all of us dreamers of dreams,
On visions our childhood is fed;
And the heart of the child is unhaunted, it seems,
By the ghosts of dreams that are dead.

From childhood to youth's but a span,
And the years of our youth are soon sped;
Yet the youth is no longer a youth but a man,
When the first of his dreams is dead.

There's no sadder sight this side of the grave
Than a shroud o'er a fond dream spread,
And the heart should be stern and the eyes be brave
To gaze on a dream that is dead.

'Tis as a cup of wormwood and gall
When the doom of a great dream is said,
And the best of a man is under the pall
When the best of his dreams is dead.

He may live on by compact and plan
When the fine bloom of living is shed,
But God pity the little that's left of a man
When the last of his dreams is dead.

Let him show a brave face if he can,
Let him woo fame or fortune instead;
Yet there's not much to do but to bury a man
When the last of his dreams is dead.

—William Herbert Carruth.

FEATURES OF EFFICIENT CIASSROOM INSTRUCTION AT THE TRAINING SCHOOL

On August 3rd the teachers in the academic school department held their regular monthly meeting, and the discussion centered around the topic: Some of the Basic Factors of Efficient Classroom Instruction. The teachers were given an opportunity to outline five features of their own work which they thought would tend

to make the work measure up to a high standard of good teaching.

The contributions of the different teachers proved to be very constructive and profitable. Each attempted to make a personal or individual appraisal of his or her work without following the pattern of some other teacher.

Some features of good instruction emphasized were as follows:

1. The importance of knowing each boy individually and endeavoring to build upon his past experiences.

2. The need for sincere and dignified counseling with each boy, with the findings or outcome being put into written form.

3. The importance of the wise use of time, each boy being kept busy with worthwhile activities. This involves the planning and preparation of work by teachers, the availability of the needed books and materials, the attention of all boys, and prompt, systematic distribution and collection of books and other supplies.

4. The importance of stressing high standards of work by boys. This involves the need for commendation and praise for work done well; it involves a sympathetic understanding by teachers towards boys, and the realization that in general boys respond to kindness; it involves teaching the boys the principle that anything that is worth doing is worth doing well.

5. The importance of teaching music and art in order to foster and promote in the boys an appreciation for the aesthetic—for the beautiful and the spiritual things in life—with a purpose of building high anl wholesome ideals. Each teacher should frequently teach new songs to her boys, and instruction should be given about several of the great paintings.

6. The importance of keeping all classrooms, libraries, and all other rooms neat, clean, and attractive by the wise use and placement of good pictures, drawings, flowers, and book displays.

7. The significance of well-planned devotional periods and assembly programs. For these the teachers will need to plan, so as to avoid monotony and meaningless repetition.

8. The importance of constant drill and thoroughness in subject matter. The good teacher gets results not by nagging and fussing but by being a well-informed person and a wise leader and an inspiration to pupils. This involves teaching silent reading as well as oral, written spelling as well as oral; it involves remedial work for individ-

ual boys; it involves drill and thoroughness in number work; and it involves mastering the subject matter in grammar and literature, geography, health, and history.

* * * * * * * *

THE WAR'S GREATEST LESSON

On December 9, 1941 President Roosevelt delivered over the radio an address to the American people. This was just two days after the infamous attack by the Japanese at Pearl Harbor. At that time the President declared that December 7th would forever be recorded in the annals of history as a day of infamy. It should forever be brought home to the people of Japan that such deeds of treachery are to be condemned at all times and by all nations.

In Mr. Roosevelt's address at that time he used another significant statement, as follows: "Every single man, woman, and child is a partner in the most tremendous undertaking in American history." In this statement evidently he hoped to awaken the people to the fact that the war ahead was their war and that it was being fought for the rights of individual people in all the nations of the world.

On August 10, 1945, almost four years after Pearl Harbor, and three months after the victory of the Allied forces in Europe, President Truman, in reporting to the nation by radio after the historic Potsdam Conference, used these significant words:

> Our victory in Europe was more than a victory of arms. It was a victory of one way of life over another. It was a victory of an ideal founded on the rights of the common man, on the dignity of the human being, and on the conception of the state as the servant—not the master—of its people.
>
> A free people showed that it was able to defeat professional soldiers whose only moral arms were obedience and worship of force.
>
> We tell ourselves that we have emerged from this war the most powerful nation in the world—the most powerful nation, perhaps, in all history. That is true, but not in the sense some of us believe it to be true.
>
> The war has shown us that we have tremendous resources to make all the materials for war. It has shown us that we have skillful workers and managers and able generals, and a

brave people capable of bearing arms.

All these things we knew before. The new thing—the thing we had not known—the thing we have learned now and should never forget, is this: That a society of self-governing men is more powerful, more enduring, more creative than any other kind of society, however disciplined, however centralized.

We know now that the basic proposition of the worth and dignity of man is not a sentimental aspiration or a vain hope or a piece of rhetoric. It is the strongest, the most creative force now present in this world.

Hugh Walpole once wrote these words: "It is only the great spiritual teachers who have made changes in the world." It is simple sentences like "Suffer the little children to come unto me," or "He that is without sin among you, let him cast the first stone," that have transmuted the life of man on earth.

Once again our American nation and all the world stand at a decisive moment in history. There are now new plans, such as are contained in the world charter, which gleam like a star in a shadowy sky, but if this star is to be the signal of a new day and a brighter hope, it must be seen and followed by people of this generation and those who come after us. There are young men and women now living in the world who are capable of becoming great leaders in the future. The crucial need is that nothing shall be said or done that would make them bitter or cynical, but instead that there shall be lighted in their hearts a great flame of expectancy.

* * * * * * * *

VICTORY OVER JAPAN

On August 14th, at seven o'clock p. m., President Truman announced that Japan had surrendered to the demands of the Potsdam declaration. This simple announcement brought to an end a bloody conflict which had raged throughout the world for months and years.

On December 7, 1941, approximately three years, eight months ago, war was thrust upon this nation by certain unscrupulous foreign enemies. The war came at a time when supreme efforts were being made by President Roosevelt and other leaders to avert it, and it began, no doubt, because of the lustful greed of war-minded leaders who possessed the powers of dictators in their homelands—in Germany, in Italy, and in Japan.

President Roosevelt at the beginning of hostilities summoned the

people of this nation into the conflict with these words: "Every single man, woman and child is a partner in the most tremendous undertaking in American history." Now we have begun to enjoy the fruits of victory in this matchless partnership.

President Truman, in speaking to the American people on August 14th extemporaneously used these words:

> Ladies and gentlemen, this is a great day. This is the day we have been looking for since December 7, 1941.
>
> This is the day when Facism and police government ceases in the world.
>
> This is the day for the democracies.
>
> This is the day when we can start on our real task of implementation of free government in the world.
>
> We are faced with the greatest task we ever have been faced with. The emergency is as great as it was on December 7, 1941.
>
> It is going to take the help of all of us to do it. I know we are going to do it.

An editorial in The Charlotte Observer of August 16th, eloquently expresses the sentiments of the American people at this time, and it is quoted in part as follows:

> America's destiny in war has been met and nobly fulfilled. History will always reserve bright pages for this nation's part and place in the final rescue of humanity from the threatened enslavements of enmaddened men.
>
> America's destiny in peace is yet to be faced.
>
> What shall this nation do with the victory it has so decisively achieved for itself, and that people everywhere across the world may have hope and faith and courage for higher, richer, nobler and more useful and worthy living?
>
> This is for America's living to answer and to answer in best character and conscience if they are to be worthy of the high awards won for them by America's dead.
>
> Peace is no more a privilege for them to enjoy than it is a charge to keep and a responsibility to bear!

In the hysteria which prevails so widley among the American people it is, of course, highly important that our leaders do not allow themselves to be the victims of treachery and deceit on the part of the Japanese. The cost of victory which has been won has been far too great for us to premit ourselves to be entrapped in any scheme for which we may have our regrets in later years. It is a time when extreme caution should prevail.

For instance, at the present time we are being told that the American people do not understand the Japanese mind. To a large extent, no doubt, this is only a part truth and is a ruse to mislead the American people. It may be true that there are some phases of the Japanese phychology, especially as it relates to the religious cult of that nation, which we here in America are unable to fathom, but on the other hand it is perfectly obvious that there are some dominant phases of the Japanese psychology which are understood perfectly by all intelligent Americans. Some of these are as follows:

1. The defeated and ousted war leaders of Japan, in their farewell messages, have sought to kindle in the hearts of the Japanese people a flame of hope that their day of revenge and retribution would come, and that they would fight another war to achieve a victory over America.

2. The American people certainly understand that the leaders and all the Japanese people for many years have had a steadfast and determined purpose to make war upon the United States, and along with this they boasted long and loud that they had never lost a war.

3. It is obvious to the intelligent people, regardless of what the Emperor may have said, that Japan has been obsessed with the idea of subjugating and dominating the weak and helpless nations of the Orient, even extending her conquests to all the world. Her dominant idea was to overrun and plunder, to exploit and enslave.

4. We have known that the Japanese leaders and diplomats have for many years possessed an audacity, conceived in wicked scheming, to flaunt their evil purposes in the faces of the respectable leaders of other nations.

5. The American people understand, too, that the Japanese people, from the highly educated on down, have deliberately fostered and promoted a fabricated and false philosophy of a divine emperor around whom they could moblize and rally in their evil purposes to rule the world. Of course, those who are illiterate could be expected to follow this doctrine, but those who have been educated—many in American institutions—have accepted this doctrine in the spirit of extreme selfishness, merely because it has contributed to their schemes for exploitation and self-aggrandizement.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Items of Interest

By Jack Oliver, 9th Grade

The boys of the first grade, of which Mrs. Hawfield is the teacher, have learned some new songs and choral readings. They are enjoying them very much and are looking forward to learning some more. They are also learning some singing games.

Mrs Morrison, the second grade teacher, is on her vacation, and Miss Morris is substituting for her. The boys like the new teacher very much.

Some of the boys have a new hobby, catching butterflies. After catching them, we kill them, and then handle them very carefully in order not to harm their appearance. After killing the butterflies we put them in frames and give them to the Cub Scouts.

Recently Mrs. Dotson purchased some model airplanes for her Cub Scout group, and some of the boys are working on them. Some of the boys in the other Cub Scout groups have obtained model airplanes and are enjoying working on them. The boys seem to be getting along very well in this work.

For quite some time past, Miss Baird's fourth grade group has been making much progress in school work.

In geography the boys have been studying about the countries bordering the Mediterranean Sea, such as Italy, Greece, Palestine, etc. They are studying about the different products of those countries, exports and imports and other characteristics.

These boys have been reading different books from the school library and making reports on them. As these reports are finished on one book they are made into small booklets, which are kept in the room at all times.

The boys in this grade have been drawing pictures on the different things they have read about.

For several days these boys have been working on a play which will be given in two or three weeks. The name of the play is "Appleseed John."

Mr. and Mrs. Rouse, of Cottage No. 11, left last Friday for a week's vacation. During their absence the boys of that cottage will stay in the other cottages.

Third Grade News

Some of the third grade boys are going to sing over Radio Station WEGO on Tuesday morning at 11:45. We want to sing our very best, as all the other grades will be listening. Many of the boys have written their mothers to listen to the program.

—John Hill

A number of boys are drawing a mural of the Training School. The drawings are pretty good, and the boys like to work on them.—Paul Carpenter.

There are a few buildings at the School which were given by the "King's Daughters." There is also a collection of books in the library given by this organization.

—Ray Covington.

The third grade boys have been studying something about poetry. They have memorized one entitled "The Cornfield."—Leroy Wilkins.

A Busy Time

By Robert Flinchum, 9th Grade

Last week the dairy boys and Mr. Hobby killed one of our bulls so all of the boys could have beef for dinner on Sunday. Mr. Hobby shot him with a pistol. The bull was so large that we had to let his head down in the pit which we use for killing hogs. It took all one morning to skin the bull and cut him up. As he was hanging up after the skin had been removed, Mr. Godown took a picture of him. We hope the boys all enjoy the fine beef dinner on Sunday.

Filling the Silos

By Fountain Brady, 4th Grade

The barn force boys, under the direction of Mr. Morris and Mr Tomkinson, have been very busy lately, filling the three silos with fodder for the cows to eat during the coming winter.

Mr. Kiser and his boys have also been helping by cutting the fodder to be packed in the silos. We have only started, but with nine teams to do the hauling, this work should be finished in about three weeks.

More Boys Released

By Jack Oliver, 9th Grade

Lately a few more boys have been released from the Training School. These boys are listed, according to their cottages and school grades, as follows: Jack Benfield, Cottage No. 15, ninth grade; Maxie Shelley, Cottage No. 11, third grade; Earl Hoyle, Cottage No. 5, sixth grade; James Knight, Cottage No. 15, seventh grade.

These boys have been at the School for quite some time, and they have made fairly good records. We wish them the best of luck at home and hope they will help their parents.

Reference Work

By Eugene Hudgins, 9th Grade

The boys of the ninth grade are having a good time in their civics class, doing reference work. Some of the topics are as follows: "Reducing Poverty," "Relieving Poverty," Understanding and Preventing Crime" and "The League of Nations." "The League of Nations" has been the most interesting so far. It had a representative from each nation, and there were about sixty nations which had signed the League of Nations agreement. Each representative served a nine-year term and could be re-elected if he wanted to be at the end of his term.

How the Bookmobile Helps us

By Harvey Squires, 9th Grade

The boys of the School appreciate very much the opportunity of being able to get books from the Bookmobile, which comes here every two weeks. There are many interesting books such as biographies, Western fiction by Zane Grey and Field, which are very exciting, while others are mysteries, avation stories and animal stories.

The boys from the first grade to the ninth grade are able to get books which they can understand.

The Picture Show

By Leonard Bradley, 9th Grade

On Thursday night of last week, picture show time came again. The boys were all looking forward to it. The name of the show was "Marine Raiders." It was a story of the marines, how they fight and operate in the jungles of the South Pacific, also how the army, navy and marines work together as a unit. It was an R-K-O picture. The boys enjoyed it very much.

Canning Time

During the past few weeks the boys of the fourth, fifth, sixth and seventh grades have been canning string beans and tomatoes. Mr. Walker, who is in charge of the cannery, has helped the boys in many ways. In the cannery we have two cooking vats in which the beans and tomatoes are cooked. After they have been cooked they are salted and put into gallon cans and are sealed by Mr. Walker. They are then put into a large wire basket and placed in the steam cooker. We have been canning these vegetables for three weeks, and we will have to can other things later.

Our School Work

By Charles Shore, 9th Grade

In our ninth grade we have been studying and having departmental work, which we like very much. The boys in this grade have been getting civics reports in government work, such as "Governing the State, the Communities, Counties and Towns."

The ninth grade time in the afternoon is divided into three periods. We enjoy studying citizenship, or civics, more than anything else.

Radio Program

By Barney Mills, 8th Grade

On Tuesday morning of last week the fourth grade boys gave a radio program over Station WEGO, Concord. They sang two songs, "Tramp, Tramp, Tramp, the Boys are Marching" and "The Battle Hymn of the Republic."

The boys who participated in this program were as follows: James Snead, James Swinson, Marvin Walls, Herschell Duckworth, Carlos Faircloth, Norman Hentschell, J. C. Rhodes, William Jenkins, David Isenhour, Thomas Childress and James Shook. These boys were accompanied at the piano by Mrs. Frank Liske.

Following the songs, Superintendent Hawfield made a brief talk on the subject of the work of the dairy at the Training School, pointing out its value to the institution.

The boys in the morning school section went into the auditorium to hear the program. They enjoyed it thoroughly.

A Good Trip

By Thomas Staley, 3rd Grade

Last Sunday a group of boys from Cottage No. 3 went to spend the day with Mr. and Mrs. Harry Taylor, from the Southside Baptist Church, which they have been attending. The boys had a very fine dinner and supper. After they had eaten dinner, they went on a hike, and rode bicycles. Mr. Taylor took the boys over his farm, which contains 70 acres. After this they went to the airport, and

then returned to the cottage. All the boys appreciated the trip.

My Work

By Jesse Parker, 2nd Grade

I am a house boy in Cottage No. 10. Mrs. Frank Liske is our matron, and she is very nice to us. We work in the morning and go to school in the afternoon. We have breakfast at 7 o'clock; dinner is served at 12:30; and supper is served at 6:30. We have nice food to eat. I enjoy my work.

The Sewing Room

By William Doss, 2nd Grade

The sewing room is a nice, clean place to work. We make shirts for the boys. We have a good time in the sewing room. The boys who work there are as follows: Lindsay Elder, Joseph Case, Herschell Duckworth, Clifton Rhodes, Samuel Lynn, Donald Redwine, Eugene Peterson and William Doss.

The House Boys

By Howard Hall, 2nd Grade

We get up early in the morning and cook breakfast for the boys and officers. We wash the dishes and set the tables. We get lunch and supper, also. We enjoy our work as house boys.

The Laundry

By Robert Peavy, 2nd Grade

You should come and visit the Jackson Training School laundry. The boys' clothes are washed twice each week. Bed linen is washed once a week. We have two big washers and one small one. We enjoy working in the laundry very much.

The Little Chapel Across the Road

By Jack Oliver, 9th Grade

There is a little chapel across the road from the other Training School buildings. It was given to the institution by the North Carolina Branch of King's Daughters about thirty years ago.

It is a very attractive little chapel. The windows are colorful and have beautiful designs on them. This building is built of stone. There are very nice hardwood pews in it, also.

Since there are many more boys at the School than can be accomodated in this building, it has not been used for quite a number of years, but it is still in good condition, even though it is not in use.

The setting for the little stone chapel is very attractive. It is built upon a large boulder, and is surrounded by many trees and plants. Many cactus plants may be found nearby.

The School is very grateful to the King's Daughters for giving such a fine chapel in which the boys could worship. The boys, officers and matrons who have attended services there in past years, know that it has inspired them to do their very best.

Perhaps in future years, this little church may be enlarged and again be used to help some boy to do better as he goes through life. It would take but a few weeks to restore its original beauty.

This little chapel has well-served its purpose at the School. Only the future can determine what more it may be able to do for the boys who come to this institution.

THE FULLNESS OF TIME

(Associate Reform Presbyterian)

One of the great facts of history, repeatedly declared in the Bible and abundantly confirmed by observation of secular history, is this: That God is never press for time in the accomplishment of His purposes. Paul records in Galatians that "When the fulness of time was come, God sent forth his son." For long centuries He had waited, not impotently as we wait for a change in the weather, but actively controlling and ordering events toward the grand event,and yet so controlling and ordering as not to force the development of circumstances ahead of the preparation of humanity for the great consummation.

Movements in what we are accustomed to call secular history always mature by the same slow process. Customs change slowly. Vested evils that curse civilization, do not pass in a night. True progress comes like a northern dawn, imperceptibly passing from darkness to full light. The transition from the tribal concept of sovereignty to that of the modern great nation embracing millions of square miles of territory and millions of people, required long centuries. Other years were required to develop those practices of selfishness and injustice that are now justified in the name of patriotism. It will require other centuries for these to die and give place to "the parliament of man, the federation of the world," but the day will come. We grow impatient and ask, "Where is the promise of His coming?" But with God one day is as a thousand years and a thousand years as a day. The Kingdom will come when God is ready, and that means

CHARACTER

We are building every day
In a good or evil way;
And the structure as it grows
Must our inward self disclose;
Till in every arch and line
All our hidden faults outshine.

Do you ask what building this,
That can show both pain and bliss—
That can be both dark and fair?
Lo! its name is Character.

Build it well, whate'er you do!
Build it straight, and strong, and true!
Build it clean, and high, and broad—
Build it for the eye of God!

—Selected.

WILSON, THE REJECTED STONE, FOUNDATION OF NEW EDIFICE

(Beasley's Farm & Home Journal)

When Henry Cabot Lodge and the other two by four men in the United States senate had defeated the League of Nations their small minds conceived and carried out an insult to President Wilson which Ray Stannard Baker, biographer of Mr. Wilson, said was one of the cruelist, most despicable act ever committed in American politics. They sent back the actual official copy of the Treaty to that broken-down old man in the White House. That was the official copy which Mr. Wilson had brought home in the breast pocket of his coat and would entrust to no other hands. That act was almost but not quite equaled by the one in which the same men sent to pry in the sick man's room a committee headed by the men who was afterwards put in Harding's cabinet and later sent to the penitentiary for taking a bribe to sell government oil lands.

The Catalines of the senate, headed by Lodge, supposed that Wilson and all his works were dead forever. But behold the world today! The light that Wilson kindled shines around the globe and forty-eight nations are organizing the world for peace in precisely the way that Wilson said it must be organized or perish. The men who defeated and insulted Mr. Wilson are of no more importance in the world today than the Roman soldiers who thrust the spear into the side of Jesus on the cross.

At Omaha in 1919, when Mr. Wilson was on his fatal trip over the country appealing to the people to support the League, he said: "I can predict with absolute certainty that within another generation there will be another war if the nations of the world do not concert the method by which to prevent it."

No prophet ever spoke truer words and no prophet has ever been more thoroughly vindicated by time and events. Then Wilson stood alone. Lloyd George, Clemenceau and Orlando were as incapable of visioning a world in which nations would concert for peace as the Lodges in the United States senate were. Wilson forced them to accept the League, not because they believed in it or wanted it, but because they feared he would come home and leave Europe on their hands. At home the big men in the Republican party like Hughes and Root and Taft, who professed to believe in a League, were advising the people to support Harding as the best way to obtain a league. Wilson stood alone in Europe and he stood alone at home except for the devoted followers who went with him to the last.

The builders had rejected the stone. Today it is the corner stone of the structure which forty-eight nations are building into the temple of peace. The sordid and mean campaign to break Wilson and reject the League had its culmination in the administration of Harding and Coolidge, small and bewildered men who, politically

speaking, did not know the earth is round.

When Woodrow Wilson came home on the George Washington holding the official copy of the League near his heart, there was a certain young man on board. He had crossed on the George Washington in the same company before. For six years he had been assistant secretary of the navy and loved the ocean and the ships upon its bosom. It would have been beyond the power of any mind to then suppose that he would be the man, who when that coming war which Wilson predicted burst upon the world, would be in the exalted position which Mr. Wilson occupied in the first. Whether young Franklin D. Roosevelt then saw the need for world unity as he came to see it in the days of his responsibility, we cannot tell. But we do know that at the first opportunity he picked up the torch that had fallen from the hand of the Prophet, and before he laid it down in his own death the light was glowing all over the earth. If Wilson were ordained to kindle the light, Roosevelt must have been ordained to carry it to success in a world which had become to believe that it could no longer survive without it.

Mr. Wilson was the true prophet. History will give him this place though his contemporaries defeated him and his own country has not yet properly appraised his work. The true prophet has two characteristics. He knows what he is predicting, and he has faith that sometime the cause will suceed even though the prophet die.

When his own world had gone to pieces and his body was unable to support that master mind, Mr. Wilson had faith. His only comment on the election of Mr. Harding, who Hughes and Root and Taft and the other Republican leaders had told the people would lead them into a better League, was: "How can he lead when he does not know where he is going?" His goal was normalcy and normalcy was disaster and the world was set for the other war which Wilson had predicted and which engulfed the present generation.

In his last address to congress, December 7, 1920, Mr. Wilson used the words of Lincoln as a subject: Let us have faith that right makes might, and in that faith let us dare to do our duty as we understand it."

The great men in the American tradition who knew where they were going and had faith in democracy were Washington, Jefferson, Jackson, Lincoln and Wilson. In that same last address to congress Mr. Wilson said: "I have not so much laid before you a series of recommendations, gentlemen, as sought to utter a confession of faith, of the faith in which I was bred and which it is my solemn purpose to stand by until my last fighting day. I believe this to be the faith of America, the faith of the future, and of all the victories which await the national action in the days to come, whether in America or elsewhere."

What a tragedy that the world could not see it in time, but had to go through this second war which Mr. Wilson so clearly foretold. It is amazing that no advocate of the world organization now taking shape has been able to produce any argument or show any need that Mr. Wilson did

not in his advocacy put forth. The necessity of world union for peace, the certainty of future wars without it, the purpose for which our soldiers died in the first war, and the devotion which men would give to a great cause, were all set forth by Mr. Wilson with greater eloquence and earnestness that they have been repeated in later times. While at the peace conference he made an address on Memorial day at the dedication of the American cemetery at Suresnes, France.

"It would be no profit to us," he said, "to eulogize these illustrious dead if we did not take to heart the lesson which they have taugh us. utmost to show their devotion to a They are dead; they have done theiir great cause, and they have left us to see to it that that cause shall not be betrayed, whether in war or in peace. It is our privilege and our high duty to consecrate ourselves afresh on a day like this to the objects for which they fought. These men did not come across the sea merly to defeat Germany and her associated powers in the war. They came to defeat forever the things for which the Central powers stood, the sort of power they meant to assert in the world, the arrogant, selfish dominance which they meant to establish; and they came, moreover, to see to it that there should never be a war like this again. It is for us, particularly for us who are civilians, to use our proper weapons of counsel and agreement to see to it that there is never again such a war.

"The people of the world are awake and the people of the world are in the saddle. Private counsels of statesmen cannot now and cannot hereafter, determine the destinies of nations. If we are not the servants of the opinion of mankind, we are of all men the littleist, the most contemptible, the least gifted with vision. If we do not know our age, we cannot accomplish our purpose, and this age is an age which looks forward, not backward; which rejects the standards of national selfishness that once governed the counsels of nations and demands that they shall give way to a new order of things in which the only question will be, "Is it right?" "Is it just?" "Is it in the interese of mankind?"

DUTY

So nigh is grandeur to our dust,
So near is God to man,
When duty whispers low, "Thou must,"
The youth replies, "I can!"

—Ralph Waldo Emerson.

JULY 4 UNDERGIRDS JULY 28

(N. C. Christian Advocate)

The people of the Americai colonies in 1776 had arrived at the conclusion that Congress should proclaim a formal separation from the mother country. The first colony to take official action was North Carolina, whose Provisional Congress on April 12, at Halifax, instructed its delegates to the Continental Congress at Philadelphia "to concur with the delegates of the other colonies in declaring independence." Other colonies soon followed the example of North Carolina. On June 7 Virginia went a step farther and passed a resolution offered by Richard Henry Lee "that these United Colonies are, and of right ought to be, free and independent states, that they are absolved from the allegiance to the British Crown and that all connection between them and the State of Great Britain is, and ought to be, dissolved." So on the 4th of July, 1776, the Declaration of Independence was formally adopted by the unanimous vote in the Continental Congress at Philadephia.

The news of the "Declaration of Independence" was received with great rejoicing in all the thirteen colonies from New England to Georgia; and thus July 4th has remained and continued with the increase of years to be a most notable day for the American people.

Now we have another and more notable day of world singnificance with the recent adoption by the Senate on July 28 of the Charter of the United Nations. The 4th of July, 1776, was a declaration of the people of thirteen small English colonies lying along the Atlantic seaboard; this action on July 28, 1945, involves the people of the whole world. In securing this charter America has had a leading part. Now the national capitol at Washington in a new and very real sense has become central among the nations for the peace of the worlld. Our capitol dome in Washington stands above all other capitols of earth as a beacon for the nation of the whole round world. Already some have suggested that America become the official seat of the United Nations and that the general offices be located at San Francisco. Be that as it may America has certainly won the leadership in this effort for the peace and security of the world.

The Declaration of Independence in 1776 was made by fewer than three million people scattered along the Atlantic seaboard, striving to be free from the dominance of crown and kingly rule. For at that time kings and monarchs dominated the world. This young democracy of the western world was seriously striving to be free from the laws of ancient tyrannies. So powerful has the Republic become during the one and a half centuries gone that Independence Day was observed on land and on sea the whole world around. Now fifty nations have joined in the Charter of the United Nations fof the permanent peace and security of the world.

The American people agree in heart with Senator Walter F. George, who lost a son in the war as he plead with

his colleagues to ratify the charter so that "these honored dead shall not have died in vain."

In a voice choked with emotion he urged acceptance of this "great opportunity" in behalf of a permanent world peace.

"These honored dead shall not have died in vain," he said, and he gripped the edge of his desk as he recalled that "the blue waters of the sea have taken their toll" and "from the flaming skies our best men have gone down to their death to win this war and make this a better world for the coming generations."

Our fathers relied on the God of nations to lead in the life of this Republic. Shall not we rely on the same God to enthrone ultimately the Prince of Peace among the nations banded together by this charter?

———:———

TO ALL PARENTS

"I'll lend you for a little time a child of mine," He said.
"For you to love the while he lives and mourn for when he's dead.
It may be six or seven years, or twenty-two or three,
But will you, till I call him back, take care of him for Me?
He'll bring his charms to gladden you, and should his stay be brief,
You'll have his lovely memories as solace for your grief.

"I cannot promise he will stay, since all from earth return,
But there are lessons taught down there I want this child to learn.
I've looked the wide world over in My search for teachers true
And from the throngs that crowd life's lanes, I have selected you.
Now will your give him all your love, nor think the labor vain,
Nor hate Me when I come to call to take him back again?"

I fancied that I heard them say, "Dear Lord, Thy will be done!
For all the joy Thy child shall bring, the risk of grief we'll run.
We'll shelter him with tenderness, we'll love him while we may,
And for the happiness we've known, forever grateful stay;
But should the angels call for him much sooner than we've planned,
We'll brave the bitter grief that comes and try to understand."

—Edgar A. Guest.

JULIA CELEBRATES

By Lillian E. Andrews

Itoko dropped his grass shears and straightened up. He listened intently a moment. Then he made a dash for the steps of the mission house. Pattering along the veranda, he bust into the living room, his black eyes sparkling, his white teeth flashing in his dusky face.

"Our boat comes," he announced joyfully, as the screen door slammed behind his bare heels. "Our boat comes! It is whistling at Selongo."

Cupping his hands about his mouth, he gave vent to a lusty "Toot! Toot!" that seemed to please him immensely. "It is truly our boat," he added.

Julia Crane had been looking ruefully at the small roll of bandages she had managed to salvage from an old, soft pillow slip. Never before since she could remeber had the bandages for the patients in the little, thatched-roof mission hospital dwindled to such a terrifyingly small supply.

"I'll have to tear up my best white blouse," she was thinking. "That's soft and fine and will make a few bandages, if we can't get anything else. But we need so many things. Need them so desperately. I don't know what we'll do, if the mission steamer doesn't come pretty soon."

She winked back the tears that stung her gray eyes. Pretty blouses such as the one her aunt had sent her meant a great deal to sixteen-year-old Julia, but bandages meant more.

It had been bad enough before old Asuma had been gored by a rogue elephant. Now his leg had to be bandaged every day. On top of that, old one Eye, the most savage and most dreaded leopard in the Mlumba district had clawed Falla, when she tried to keep him from killing her pet white goat. Julia shuddered a little, as she thought of Falla's poor torn arms and of how the red stains had seeped through the bandages.

"If only our boat would come!" she said aloud anxiously. "We would have a new supply for the hospital and things for ourselves. We've never been so short before because the boat has always been on time, but now—"

She looked up, startled and incredulous as Itoko popped in. For an instant joy held her speechless.

"Oh, Itoko, are you sure?" she asked earnestly. "How do you know the steamer is coming?"

Itoko grinned. He was fourteen and already a man in his own estimation. Sometimes it seemed to him that white folks were just a trifle stupid.

"Drum say so," he answered promptly.

"The nkloe is talking now. Listen! Can you no hear its voice!

Julia had been born in Africa and spent all her life there, except for a short time in America, but she was still frequently astonished at the swift, almost miraculous way the natives communicated with each other by using the big wooden, message-sending drums. Now she strained her ears and thought once she heard a faint tap, but she was not sure of it.

And then she saw Njoku, their own

village drummer, running toward his own nkole. With a brisk flourish of his wooden drumsticks he began to tap out the glad news of the steamer's arrival and send it still farther into the jungle and along the winding tributaries of the Congo.

Somewhere in some little village in the interior where he had gone on one of his quarterly trips, Julia knew her father would hear the good news, too, and be pleased and encouraged. Forgetting the roll of bandages, Julia ran to the dispensary where her moher was doling out a scanty supply of pills to a malaria-stricken hunter.

"The steamer is coming, Mother," she called, almost as excitedly as Itoko had shouted it. "Everybody is hurrying down to the river. Let's go with them."

Mrs. Crane looked out of the window and laughed. "It looks as if we may as well," she remarked. "There won't be much more work done to day."

Men women, and children were hurrying toward the river. The schoolhouse door flew open and out came teacher in his neat white suit, with a flock of youngters at his heels. Every patient in the hospital who could get out of bed was in the crowd. Even old Asuma was among them, hobbling along and chattering joyfully.

The wide, dark river gleamed in the sunlight. Boys tumbled into dugout canoes and there was a great flashing of paddles, as they raced downstream to see who could catch sight of the steamer first. A crocodile sunning himself on a sand bar slid ino the water.

"Here she comes!" shouted Blombo, the young teacher.

Itoko looked at him a trifle disdainfully. "Did I not say our boat was coming almost half an hour ago?" he asked. "It is Itoko who has the quick ears."

"Very quick," assented Julia, much to Itoko's delight. "I don't know what we'd do without you, Itoko."

Her own heart gave a glad little leap. The steamer was whistling below the bend. The two long toots sent the monkeys scampering along their tree lanes and a flock of parrots screamed shrilly. The steamer was not large but to the natives, accustomed only to canoes and small launches, she was enormous and the most magnificent craft they had ever seen. Also, she brought the precious supplies that meant so much to the people of the Mlumba district. It was no wonder they shouted and laughed and danced, when they saw her coming. The minute the gangplank was dropped there was a joyful rush. Everybody seemed to be trying to get aboard even before the passengers who were coming ashore could get off.

Julia laghed at the gay scene. She had seen the same thing many times but it always seemed new to her.

Usually the steamer tied up for the night at Mlumba but because of its tardiness, the capain told Mrs. Crane he would be obliged to hurry on up river.

"I'm awfully sorry, Mrs. Crane," he confessed, his brown face breaking into a network of sun wrinkles when he smiled. "I'd like nothing better than to stop and have a cup of your good tea, but we're two months behind

our schedule and I've go to hurry. Engine trouble kept us tied up so long, I was pretty well worried about you people up here. Finally we got new parts and I made all the speed I safely could."

"We were about out of everything," said Mrs. Crane. "We're certainly glad to see you."

With the willing aid of the villagers the steamer crew soon had a stack of crates and boxs unloaded. The supplies for the dispensary and the hospital were taken care of first. Tears of joy brimmed Julia's eyes, as she saw the dispensary shelves once more well filled .

"Oh, mother, don't they look good?" she exclaimed. "And what a blessing these medicines and bandage will be! I shan't have to tear up my best blouse after all."

At last Mrs. Crane and Julia had an opportunity to look over the contents of the boxes sent by relatives and friends. A few of the articles sent had molded but most of them were in good condition.

"Aunt Mary sent me cloth enough for two dresses," rejoiced Julia, "and Aunt Effie and Uncle Charles sent books and stationery. And, oh, Mother, look! A whole big box of toilet soap from the girls in the Happy Workers Class at Aunt Mary's church! Wasn't it lovely of them to send it when it's so hard to get nice soap here? I'm going to take two cakes down to Falla right away. I can't wait until tomorrow."

Mrs. Crane smiled at Julia's pleasure. "Take care you don't give it all away," she warned gently. "Save a few cakes for yourself."

Dusk was falling as Julia ran across the yard to the hospital.

"Oh, Falla, I have something nice for you!" she announced. "Just smell! A cake of lavender soap and a cake of rose."

Falla's girlish face that had been round had grown thin with pain. Her once smooth, black skin was a sickly grayish color. A sparkle came into her big black eyes, as she saw the soap. She put out a bandaged hand and touched it.

"Two!" she exclaimed. "Two of the sweet cakes! For me?"

"Yes, both for you, Falla," said Julia, a lump in her throat. "And Itoko want me to tell you he is taking good care of your little white goat. He puts the goat in the corral every night so old One Eye won't get him."

Falla cuddled the cakes of soap up to her. "Now I can sleep," she whispered. "The sweet cakes have made my heart happy."

"How I wish the girls could have seen her!" Julia told her mother. "A cake of soap may not mean much to them but it's a lot to Falla."

Mrs. Crane nodded. She knew only too well what a cake of soap or a little jar of cold cream for their chapped hands meant to the poor women and girls who had so little of the world's good things.

"There's another box here, Julia," she said. "It's from Cousin Elmer. He said he was going to send us some primers for our school. I hope he remembered it. Our books are getting dilapidated."

Julia got her nail puller and used it vigoroulsy. "Hurrah, here are the primers! she cried. "Nice ones, too. big print and good pictures.

What's this pack under the books? My goodness, Mother, it's fireworks! Rockets and firecrackers and pin wheels. It says on them: 'To help the Mlumba boys celebrate Fourth of July.' And here it is December!"

Mrs. Crane laughed with Julia. "It's a wonder they aren't all moldy and spoiled she commented.

"No, they seem all right," said Julia. "Dry and well-packed."

"Why not put them away until Christmas?" suggested Mrs. Crane. "The boys will enjoy them then just as much as if they had arrived in time for the Fourth of July. I can imagine what a glorious time they'll have with them. Cousin Elmer ought to be here to see the way they'll prance and shout," she added.

"I'll wrap them up and put them in my closet," decided Julia. We'll save them for a surprise."

The box stored in her closet, Julia went down into the yard. It was Itoko's task to see that the goats were shut in the corral. He also usually shut up the door of the small chicken house, but Julia always made sure that the door was fastened. The fifteen hens kept in the house had been raised from some eggs Madam Cormier, the Belgian commissioner's wife, had given Julia. Coming from European stock, they were much better than the poor, scrawny native hens. Big, fluffy, gentle fowl, they laid fine big eggs. Eggs that helped more than one patient.

"Goats all in," said Itoko, "hens all in. Everything all right."

Julia held up her lantern and counted the hens. "Yes, they're all there she replied. "Oh, Asuma, what are you doing hobbling around out here?" she inquired a little sharply. "Your wound will never heal, if you don't keep still."

The old man blinked at her in the lantern light. In one withered but still strong, old hand he gripped a spear.

"Asuma hear you out here," he said in his own tongue. "Maybe One Eye is hungry. He might come for a goat and tear you, as he tore Falla. You should not come out after dark like this. It is not best."

Julia realized that the old man was quite right. Leopards were always a menace to the jungle dwellers, but sometimes one preyed upon the animals of a village until he lost all fear of human beings and did not hesitate to attack anyone who got in his way.

"Thank you, Asuma, for coming out to protect me," said Julia.' "I won't go out again after dark unless father or one of the hunters with a gun is with me. You go back to your cot now and rest."

She held the lantern high, as the old man hobbled back to the hospital. Her mother was reading one of the new books. There was a general litter of boxes and packing material in the living room.

"Tomorrow we'll finish clearing things up," said Mrs. Crane. "We're both too tired to do any more tonight."

Julia slept well at first. Sometime in the night she awoke to hear a far off screeching as if some unfortunate monkey had fallen victim to a savage marauder. It was over in a moment but Julia did not go to sleep again right away. The old moon shone through the palm branches and made a tracery of light and shadow on the wall of her room. A

slow, musical murmur that she knew was the song of the mighty Congo came up from the river. A night bird called sharply and was silent.

Julia was just drifting off to sleep when she heard the goats begin to stamp and bleat. At first she thought they had been attacked by an army of ants. She would have to get up and call Njoku and some of the other men to start a fire and get rid of the ant warriors. Slipping out of bed, she went to the window. The moon was bright enought now so she could see everything in the clearing. Suddenly she gave a gasp.

"It isn't ants," she said aloud. "It's old One Eye himself! The goat smelled him. But he isn't atfer them. He's after my hens."

She could see the big leopard crouched on the roof of the hen house. As he turned his head, his one eye burned with savage, greenish fire. With his big claws he could easily tear a hole in the thatched roof of the house.

Suddenly Julia thought of the rockets in the closet. "If they'll still explode, I'll have a little celebration right now," she told herself. "I won't wait for Christmas to come."

One Eye snarled, as Julia opened the window. He wasn't going to be cheated out of a good chicken dinner, if he could help it, for he was hungry.

The first rocket made only a disappointing fizz, as Julia tried to light it. The second one was good. There was a hissing sputter and a red ball of fire flashed across the yard almost under One Eye's nose. He leaped high into the air, landed on his feet, and made for the jungle, another red ball hissing behind him.

A wild clamor of voices broke out. Itoko's quick ears had heard the goats stamping. He peered out of his hut just in time to see old One Eye, and the terrifying balls of fire. His terrified yells awoke everybody in Mluma.

It took all Julia's power of persuasion to convince Itoko that he had not seen a terrible vision. She gave him one of the rockets.

"You send it up, Itoko," she told him.

Itoko set his teeth, and grasped the strange thing. Up went a flaming ball, high above the jungle. "Eee!" cried the amazed villagers.

"It is just a fire stick," said Itoko, strutting up and down. "But it scared old One Eye and it scared me," he added honestly.

Julia laughed, but her eyes blurred a little, as she thought of Falla, risking her life to save her pet goat, and of Itoko struggling so hard to be honest and tell only the truth.

"Some day the people in America will learn what a privilege it is to help the boys and girls of Africa," thought Julia. "A privilege as well as a duty. I'm glad I can do my part right here in Mlumbe."

———:———

Our minds are as different as our faces; we are all traveling to one destination—happiness; but few are going by the same road.—Colton.

AIRPLANES NEEDED FOR FOREST FIRE DETECTION

By W. L. Shaddix, in We the People

About twenty-five forest fire detection planes are sorely needed in North Carolina to supplement the existing state, county, and government tower system, to make more secure the growing timber and wild life rendezvous. These planes can be had at very low cost from the Army salvage authorities in the near future.

It is true that many of the sixty-four counties now under protection through the state and government organizations will be fairly secure from fire ravages in view of the increased man-power that will be available, but it is also true that in the big timber sections sparsely populated, especially the east coast area must have an additional force if the protection is to be complete.

It is no news to any landowner to tell him that not more than one family in one thousand will let fire get out in the woodlands but those few are most apt to be guided by fear. A reconnoitering plane has a telling and psychological effect on them for obvious reasons The few who are annually destroying millions in natural resources will quickly find out that the guilty can and will be easily located for consideration by the jury.

The plane detection plan is no longer an experiment. East Texas sometime ago took the lead, and the walkie-talkie communication where smoke is seen in the forests has worked the trick. With others of the Southern States Forestfire Commission it was the privilege of the writer to see practical demonstrations of the ground crew direction from spotter planes in East Texas forests sometime ago. So well has the idea spread that several southern states are adopting the new way to assure timber supply for the future. Central Georgia has already installed one plane, and with the market soon to be glutted with army planes, it is but a question of time until hundreds will be patrolling the fire hazard sections, and which will mean a change of custom of destruction such as the South has never before witnessed.

The type of plane best suited for forestfire detection is the artillery observation monoplane and other light and inexpensive craft.

North Carolina citizens have been blessed with able statesmanship in the Legislature which has materially increased the annual appropriations for conservation. The voters have taken cognizance of the attitude of those who seek office as to their programs for helping save the beautiful forests of the state. Interest here has gone beyond the point of merely saying how and why fires keep down the per capita income. The big issue now is the material to stop the unbearable waste.

It is known by our taxpayers that hundreds of thousands of fire rakes, rubber flaps, and other fire fighting equipment left over by the CCC and later turned over to the War Department are not now in use, but are stored in warehouses to deteriorate. This

surplus property of the people, and surplus pick-up trucks, a limited number of left-over jeeps must now be equally distributed in rural sections, and properly manned by the fire wardens to serve the interests of those who helped put up the money to pay for them.

The time is not very far distant when any candidate for office, be it Supervisor, County Commissioner, or Senator must answer to the farmer what he has done or plans to do to assure that our forests may be given a chance to stage a come-back.

Most important of all is that the voter must see to it that any organization set up must be so conservative and practical that it can and will continue for at least twenty-five years. Land kept free of fire for only ten years and then turned into an inferno with the undergrowth as fuel on a dry windy day is land worse off than given no protection at all.

OUR SHARE

And we ourselves? Are our hands clean?
Are our souls free from blame
For this world-tragedy?
Nay then! Like all the rest,
We had relaxed our hold on higher things,
And satisfied ourselves with smaller.
Ease, pleasure, greed of gold,—
Laxed morals even in these,—
We suffer them, as unaware
Of their soul-cankerings.
We had slipped back along the sloping way,
No longer holding First Things First,
But throning gods emasculate,—
Idols of our own fashioning,
Heads of sham gold and feet of crumbling clay.
If we would build anew, and build to stay,
We must find God again,
And go His way.

—John Oxenham.

RUSKIN'S INTERPRETATION OF A GENTLEMAN

(The Reformatory Herald)

Two great errors, coloring, or, rather discoloring, severally, the minds of the higher and lower classes, have swon wide dissenion and wider misfortune through the society of modern days. These errors are in our modes of interpreting the word "gentleman." Its literal and perpetual meaning is "a man of pure race," well-bred, in the sense that a horse or dog is well-bred.

The so-called higher classes, being generally of purer race than the lower, have retained the idea and the convictions with it, but are afraid to speak it out, and equivocate about it in public; this equivocation mainly proceeding from their desire to connect another meaning with it, and a false one, that of a man living in idleness on other people's labor," with which idea the term has nothing whatever to do.

The lower classes, denying vigorously, and with reason, the notion that a gentleman means an idler, and rightly feeling that the more anyone works the more of a gentleman he becomes and is likely to become have nevertheless got little of the good they otherwise might from the truth, because with it they wanted to hold a falsehood, namely, that race was no consequence; it being precisely of as much consequence in man as in any other animal.

The nation cannot truly prosper till both these errors are finally got quite of. Gentleman have to learn that is no part of their duty of privilege to live on other people's toil. They have to learn that there is no degradation in the hardest manual or the humblest servile labor when it is honest; But that there is degradation, and that deep, in extravagance, in bribery, in indolence in pride, in taking places they are not fit for or in coining places for which there are no need. It does not disgrace a gentleman to become an errand boy or a day laborer, but it disgraces him much to become a knave or a thief; and knavery is not the less, knavery because it involves large interests, nor theft; the less theft because it is countenanced by usage or accompained by failure in undertaken duty. It is as incomparably less grunty form of robbery to cut a purse out of a man's pocket than to take it out of his hand on the understanding you are to steel his ship up the channel when you do not know the surroundings.

On the other hand, the lower orders, and all orders, have to learn that every vicious habit and chronic disease communicates itself by descent; and that by purity of birth the entire sytem of the human body and soul may be gradually elevated, or by recklessness of birth, degraded, until there shall be as much difference between the well bred and ll-bred human creature (wherever pains be taken with their education) as between a wolf hound and the vilest mongrel cur. And the knowledge of this great fact ought to regulate the education of our youth and the entire conduct of the nation.

WASHINGTON'S MONUMENT IS NOW 60 YEARS OLD

(Mooresville Enterprise)

The Washington monument was 60 years old Wednesday, the 21st, says an Associated Press dispatch.

Many people think it is much older, probably because it has been long known as the national capital's foremost memorial. Another reason is that it took more than a century of effort by government officials and prominent private citizens to complete the project.

On February 21, 1885—102 years after Congress first proposed a majestic monument to George Washington—President Chester Arthur dedicated the 555 foot obelisk to the people of the United States. It was to be "a symbol to the world of the steadfast faith in the principles of the republic's founders."

The dedication was held February 21st because Washington's birthday fell that year on a Sunday. It was a frigid day, only a few degrees above zero. Shivering government bigwigs, in Prince Alberts over "boiled" shirts and red flannel underwear, stamped their feet and took hefty swigs from bottles of the potent cough syrup of that era. In the lee of the obelisk sat 84-year old American George Bancroft, swarthed in a fur coat.

Lt. Col. Thomas L. Casey of the Army engineers, who directed completion of the shaft, delivered the monument to President Arthur. John Philip Sousa's Marine band played "Calumbia, the Gem of the Ocean.'

A brilliant turnout of the military was headed by General Phil Sheridan. Virginia's Major Gen. Fitzhugh Lee led the famous Richmond Light Infantry Blues.

Other big events of that midvictorian year were the opening in Baltimore of the first eletric steet railway in the United States and the high bicycle craze.

Congress projected the monument idea in August, 1783, but squabbles over the type of memorial, three business depressions and the War Between the States delayed its completion until December, 1884. The cornerstone was laid in 1848.

———:———

I said to a man who stood at the gate of the year, "Give me a light that I may tread safely into the unknown," and he replied, "Go out into the darkness and put your hand into the hand of God. That shall be to you better than a light and safer than a known way! —His Majesty King George VI

SUNDAY SERVICE AT THE SCHOOL

Rev. Erbert S. Summers, pastor of the First Baptist Church in Concord, was the guest preacher at the Sunday services here at the School last Sunday. A good many boys at the Training School have, at one time or another, become members of the First Baptist Church, and they and all the other boys are always delighted when Mr. Summers makes his visits to the School.

Mr. Summers read a Scripture lesson taken from the twenty-fourth chapter of St. Luke, beginning at the thirteenth verse and reading through the thirty-fourth verse. This lesson describes the occasion when two of the disciples were making a journey towards the city of Emmaus from Jerusalem, and were at the time in great sadness because, as they thought, Jesus had been taken from them forever and his program in the world had been completely thwarted.

It happened at the very time the two disciples, whose names were not given, were in their deepest sorrow that Jesus had risen from the dead and appeared unto them, even joining in their company. To the Master it was perfectly clear that they were in great sadness because it showed to be so in their faces.

Mr. Summers emphasized several different lessons which could be taken from this dramatic Biblical story These were, as follows:

1. Jesus always knows when people are in trouble. In His divine wisdom He is able to discern the sorrows of people. The two disciples were in their great distress primarily because they had not known of the resurrection of Christ, nor did they believe that He was their risen Lord.

2. Jesus is always present in the spirit and is ready to help those who are in sadness. The two disciples, while they did not know of the resurrection of Jesus, yet because they had been with Him for three years, did maintain the right relationship between themselves and Jesus. That is, they were responsive to his teachings and they attempted to keep the way open between themselves and the Master. When Jesus approached them on the road, they understood that He was joining them not as an enemy but as a friend.

3. Jesus was able to help the two disciples because they told Him in their own words the sad story of how Jesus had left them when they needed Him so much. In this connection it was explained that Jesus can only help people today because He lets them tell Him their troubles and difficulties. He expects any person, in accounting his troubles, to tell Him everything. It may be that people need to take a good part of their troubles upon themselves.

4. Mr. Summers told the boys how valuable it is for everyone to hold on to whatever faith he may have at any given time even though it may oftentimes be very small. Jesus was able to help the two disciples in their sadness because they still had faith, though a wavering faith, in Christ.

5. The next point emphasized was that every person who may be undergoing doubts or sorrow should go to

the Bible for guidance and understanding. One in distress may be ever so desperate but, unless he shuts the Bible out of his life, he still possesses an avenue of refuge.

6. When Jesus appeared to the two disciples their lives were filled with joy and gladness. It was a complete change from heavy sorrow to a joy in the new-found knowledge of a risen Lord.

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TALKING ABOUT BOOKS

Rhoda Truax has written a story of "The Father of Modern Surgery" under the title, Joseph Lister (Bobbs-Merrill Co., Indianapolis, 3.50). In these times when the cries of wounded soldiers have been great, we do well to read an accout of the life of the man who robbed the hospital of its worse horror some 75 years ago, and who laid the foundation for the wonderful miracles of modern sugery. The experiences of this stammering Edinburgh-trained doctor in his early days at a Quaker school and later as a professor in Glasgow and Edinburgh are most interestingly told, and provide data which ought to interest every person who is concerned with humanitarian causes.

I found the description of how Lister came to read Louis Pasteur's history-making article on decay and putrefaction most enlightening, for Pasteur had proved that "living ferments" caused putrefaction and gangrene, showing that the decay of tissues had lost their vitality as the result of injury and irritation. The author's account, so graphic and moving, of Lister's first great success with a boy's wounded leg will add to the power of any sermon or talk.

Opposition to his efforts were great. And yet, through the years he pushed on and labored indefinitely in the spirit of a modern Saint Paul. As we read we come to have higher appreciation of this scientist and of his contributions to the alleviation of human suffering. Here are the author's closing words: "Surgery, a science now, rests on the shoulders of the past. The progress it has made and will make in the future depends upon its foundation. And one of its main supports is the work accomplished by the hands and heart and brain of Joseph Lister, with Angnes Lister by his side." —N. C. Christian Advocate

COTTAGE HONOR ROLL

Week Ending August 12, 1945

RECEIVING COTTAGE

Thomas Brantley
George Bridges
Charles Brown
Ralph Cranford
Samuel Dill
William Hammond
Dean Harris
Harry Matthews
James Perkins
Charles Reeves
Frank Westmoreland
Charles Young

COTTAGE No. 1

Carl Church
Paul Church

COTTAGE No. 2

John Allen
Harvey Arnett
Louie Ashe
Walter Byrd
Hanie Cothrin
Rufus Driggers
Robert Furr
Donald Kirk
Barney Mills
Harold McKinney
John McLean
James Norton
Knox Norton
Hayes Powell
Melvin Radford
Van Robinson
Russell Seagle
Kermit Wright

COTTAGE No. 3

Charles Allen
James Arrowood
Craven Callahan
Joseph Case
Herschell Duckworth
Robert Duncan
Talmage Duncan
Lindsey Elder
Earl Green
Cecil Kinion
Robert Lee
Lawrence Littlejohn
Samuel Lynn
Jack Oliver
Robert Peavy
Lloyd Perdue
Clifton Rhodes
Kenneth Staley
Thomas Staley
William Ussery
Clyde Wright

COTTAGE No. 4

Charles Carter
Sterling Farrow
Eugene Grice
Robert Hogan
Hobart Keaton
Roy Miller
Leroy Pate
James Smith
Leslie Winner

COTTAGE No. 5

James Buckaloo
Curtis Butcher
Woodrow Davenport
Charles Gibson
Rodney Mintz
Harrison Minor
Robert Wilkins

COTTAGE No. 6

Coy Creakman
Thomas Childress
Robert Driggers
Keith Futch
Earl Gilmore
William Hawkins
Clyde Hoffman
Nolan Morrison
Jerry Oakes
James Walters
Leroy Wilkins

COTTAGE No. 7

David Brooks
William Hamilton
John Hill
James Knight
Ned Metcalf
Eugene Murphy
Jack Phillips
Robert Shepherd

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Ray Edwards
Ralph Gibson
Liston Grice
Eugene Peterson

COTTAGE No. 10

Raymond Byrd
Thomas Cottrell
Robert Hamm
James Hensley
Eugene King
William Lane
Charles Lyda
Leonard McAdams
Ray Taylor
Jack Williams

COTTAGE No. 11

Donald Bowden
Earl Brigman
James Carteret
Lee Lockerby
Kenneth McLean
Edward Morgan
Alvin Porter

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

(No Honor Roll)

COTTAGE No. 14

(No Honor Roll)

COTTAGE No. 15

William Best
William Correll
William Caldwell
Jack Crump
Alvin Fox
Jack Green
John Green
Marcus Hefner
R. V. Hutchinson
David Kinley
Harvey Leonard
Gordon McHan
Zeb Presson
Hilton Reid
Carl Ransome
Robert Rivenbark
Charles Stephenson
Harvey Squires
Dewey Smith

INDIAN COTTAGE

Ray Covington
James Chavis
Thomas Chavis
Harold Duckworth
Donald Hunt
Allen Hammond
Alton Hammond
Lacy Jacobs
Harvey Jacobs
Morrison Jacobs
Carl Locklear
Clyde Locklear
Weldon Locklear

INFIRMARY

Dwight Murphy

———:———

When it was time for our Sunday school class to commence last Sunday neither the teacher nor the president was there. So it fell to Dud Dawson, our assistant teacher, to start things going. Dud wanted to make a good beginning, so he said," Let us pray." He had just finished praying and began to ask for announcements when Tom Treacle, our president, came in. Dud turned the meeting over to him. Tom wanted to make a proper opening, so he said, "Let us pray." Tom finished and was telling about the business meeting Tuesday night when Jim Tedious, our teacher, walks in solemn-like, pretending he didn't know he was late. Tom soon turns the class over to Jim, and Jim stands up and says, "Let us pray." I believe in praying. We need lots more of it. But under the circumstances I wonder if the Lord wouldn't begin to suspect just a little lack of prayerful co-operation in our men's class?—Religious Telescope.

THE UPLIFT

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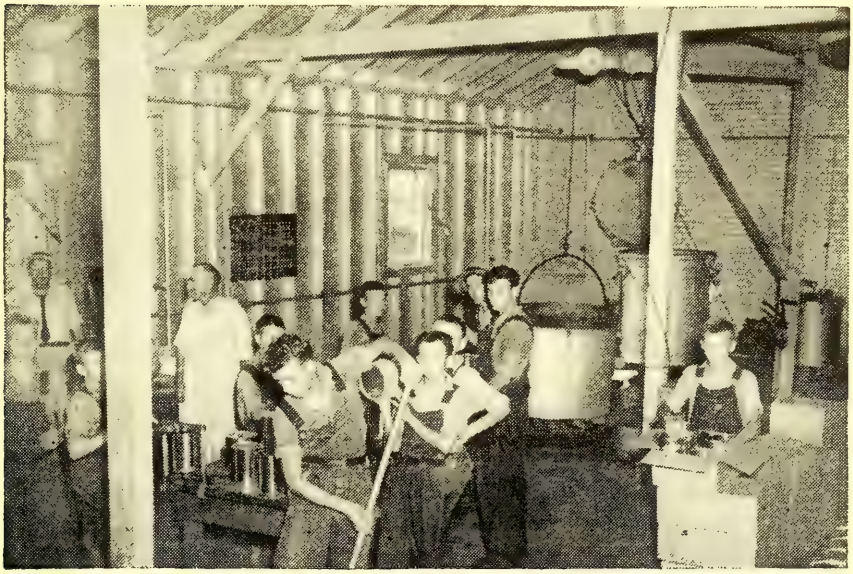

Group of Boys at Work in the Cannery

(See Page 4)

Published Weekly By

THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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S. G. HAWFIELD, Editor — LEON GODOWN, Printing Instructor

DROP A PEBBLE IN THE WATER

Drop a pebble in the water; just a splash, and it is gone;
But there's half-a-hundred ripples circling on and on and on
Spreading, spreading from the center, flowing on out to the sea
And there is no way of telling where the end is going to be.

Drop a pebble in the water; in a minute you forget,
But there's little waves a-flowing, and there's ripples circling yet,
And those little waves a-flowing to a great wave now have grown;
You've disturbed a mighty river just by dropping in a stone.

Drop an unkind word, or careless; in a minute it is gone;
But there's half-a-hundred ripples circling on and on and on.
They keep spreading, spreading, spreading from the center as they go,
And there is no way to stop them, once you've started them to flow.

Drop an unkind word, or careless; in a minute you forget;
But there's little waves a-flowing, and there's ripples circling yet
And perhaps in some sad heart a mighty wave of tears you've stirred,
And disturbed a life that was happy ere you dropped that unkind word.

Drop a word of cheer and kindness; just a flash and it is gone;
But there's half-a-hundred ripples circling on and on and on,
Bearing hope and joy and comfort on each splashing, dashing wave
Till you wouldn't believe the volume of the one kind word you gave.

Drop a word of cheer and kindness; in a minute pou forget;
But there's gladness still a-swelling, and there's joy a-circling yet,
And you've rolled a wave of comfort whose sweet music can be heard
Over miles and miles of water just by dropping one kind word.

—James W. Foley.

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THE SCHOOL CANNERY

The School possesses its own cannery, which operates in a separate building and, for all practical purposes, is fairly well equipped. The canning department does not operate throughout the entire

year, but rather on a seasonal basis when fruits and vegetables are available for canning.

The cannery building includes a large room 30 by 100 feet in which the vegetables and fruits are received, prepared and packed into the cans and cooked. Adjacent to this large room is a storage room for new cans and for some canned goods. In this building there is also a boiler for generating steam to cook and blanch the vegetables and fruits.

Group of Boys Preparing Vegetables for Canning

There are a good many items of equipment in the cannery. The following is a partial list of these: one large steam pressure cooker, two small steam pressure cookers, two hot water cookers, (each of 75 gallon capacity), a hoist and three large retort crates, two power-driven sealers, one exhauster, two copper jacketed kettles for pre-cooking, two metal washing vats, one hot water vat for blanching vegetables, one kraut cutter, and miscellaneous—peeling tables,

benches, metal tubs, buckets, paring knives, wooden racks.

The boys who work in the cannery acquire a great variety of skills. The number of boys at any time varies according to the needs of the occasion. At times, during the busiest season, there are in the cannery as many as 100 boys. All the skills which the boys acquire will be of practical benefit to them in later life. The following is a partial list of the different activities in the cannery: sorting and grading vegetables and fruits, preparing the vegetables and fruits—washing, paring, shelling and snapping beans and other vegetables, cooking vegetables and fruits, packing these into cans, sealing the cans, labeling the cans, operating the can hoist, packing in crates for storage, doing general house cleaning.

There is a wide variety of fruits and vegetables handled through the cannery. Those of major importance are, as follows: soup mixture, tomatoes, snap beans, butter beans, peaches, apples, grapes, turnip greens, pumpkins, beets, carrots, and sweet potatoes.

It would probably be almost impossible to can enough fruits and vegetables to meet the full needs of the School. Up to the present time, more than 6,000 gallons have been canned. If transferred to quarts, there would be approximately 25,000 quarts. The School is now in the midst of canning soup mixture and snap beans, and later on turnip greens will be canned. It is expected that the total amount will be between 8,000 to 10,000 gallons.

After the fruits and vegetables have been canned, they are placed in the School's store room, whence they are dispensed to the different cottages, according to their needs.

The cannery operates under the supervision of Mr. R. H. Walker. Mr. Walker has had a number of years of successful experience with this type of work, and he secures excellent results in this department.

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THE SUMMER DENTAL CLINIC COMPLETED

Under the direction of Dr. D. W. Dudley of the Division of Oral Hygiene of the State Board of Health, a seven-weeks dental clinic has been completed at the Training School. During this time an effort was made to inspect the mouths of all the boys and to give the

necessary treatments. Sometime later on Dr. Dudley will return to the School for about three weeks' additional service.

During his stay here Dr. Dudley has conducted probably the best clinic in the history of the School. He has applied himself diligently to the work and has given excellent service in every way. The School officials have been highly pleased with the results.

Below there is a summary of the clinic, as follows:

Total number boys inspected	399
Total number boys treated	399
Number amalgam fillings	448
Number cement fillings	62
Number silver nitrate treatments	508
Number teeth extracted	107
Number boys—teeth cleaned	399
Number miscellaneous treatments	18
Total number operations	1,552
Number teeth extracted that were six-year molars	38
Number teeth filled that were six-year molars	202
Partial plates	4

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THE ESSENCE OF THE AMERICAN WAY OF LIFE

Here in America we like to boast that our country is the greatest nation in all the world. Along with this we boast of the fact that our country is great because here in our borders we enjoy what is generally known as the American way of life. When this phrase is used it is far from certain as to what is meant or implied. All too often, too, when it is used each of us prefers to give his own definition of the term. There are, however, certain elements which it seems should be represented in any definition.

Here in America we have a democracy, and regarding a democracy it has been written as follows:

> There is nothing finer than a democracy at its best. In such a country the purpose is right, and activity is designed to promote the welfare of all the people. There is opportunity for every one to make the most of himself. All share in, as well as help to produce, its advantages. There is a cooperative spirit on the part of citizens, government, and voluntary organ-

izations in helping one another to achieve as much as possible that is fine and noble. There is a wholesome sense of joint ownership that is never felt in an absolute monarchy or oligarchy. Activity is voluntary and lacks the irritating control found in other forms of government. There is no class hatred or bitterness.

In any definition of the American way of life there are certain basic factors and some of these are as follows:

First, In America we enjoy the blessings of a government which is organized and operated for the good of all. Our government is not operated for any group or class of individuals. It conforms to the pattern laid down by President Theodore Roosevelt when he made this statement: "This country will not be a good place for any of us to live in until we make it a good place for all of us to live in."

Second, the American government in its essence operates for the service of the people and in no way attempts to make the people the servants of the state.

Third, here in America there is enjoyed a type of discipline which is the discipline of team work. It is a discipline which prizes and develops the resourcefulness, the initiative, and the sense of responsibility of each individual. It is not a discipline which is imposed through the edicts of an emperor or a feuhrer.

Fourth, the Amercan way of life has given to us the freedom of speech, the freedom of the press, and the freedom of the radio. These are basic elements in our greatness.

Fifth, here in America we enjoy religious freedom. We enjoy a unique quality of religious freedom. This religious freedom is a factor which has tended to put vital content in all the national and international activities of the nation. It has been the driving and dynamic force within the souls of the American people.

During the recent global war which was fought on two widely separated continents, we have endured the greatest testing experiences of all time. Our forces have been triumphant on land, on sea, and in the air. The war has produced heroes legion in number, but there is still a new challenge ahead of us today, and it is a challenge that we shall match, in the days of peace, all the deeds of valor in times of war. Americans everywhere should be forewarned, however,

that they must not permit themselves to coast along on the achievements of heroes, but that they must fulfill the highest hopes of the other nations of the world: in other words, that we shall show to the world that the American way of life, which has made us great in war, will make us even greater in peace.

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of August 19, 1945

August 21—Donald Fagg, Cottage No. 10, 15th birthday.
August 22—Floyd Bruce, Cottage No. 6, 11th birthday.
August 25—James Little, Cottage No. 5, 15th birthday.

Week of August 26, 1945

August 28—Ernest Bullard. Cottage No. 10, 17th birthday.
August 28—James Alton Hammond, Indian Cottage, 17th birthday.
August 31—James Phillips, Cottage No. 11, 16th birthday.
September 1—Morrison Jacobs, Indian Cottage, 16th birthday.
September 1—Clyde Hill, Cottage No. 6, 11th birthday.
September 1—Zeb Presson, Cottage No. 15, 15th birthday.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Boys Receive Gospels

By Edward Renfro, 8th Grade

Rev. E. S. Summers, our speaker at last Sunday's service, presented the boys of the Training School with a booklet each. These were entitled "The Gospel of St. John." He stated that he would obtain Bibles soon for the boys who have recently joined the church. The booklets were sent down to the school department on Monday morning, and each boy received one. The boys would like to take this opportunity to thank Rev. Mr. Summers for this gift.

Our Firs Watermelons and Cantaloupes

By Edward Renfro, 8th Grade

The boys received their first watermelons for this season on Monday, August 13th, eight melons being sent to each cottage. These were given to the boys and officers. We enjoyed them very much, and we are looking forward to the next ones. We are also receiving a large supply of cantaloupes which we are enjoying, too. Each cottage received about ninety cantaloupes. The boys would like to take this opportunity to thank the boys and officers who gathered and distributed them.

Third Grade Boys Broadcast

By Thomas Cottrell, 8th Grade

On Tuesday of last week a group of third grade boys went over to Radio Station WEGO, Concord, to sing. To begin the program they sang "Trust and Obey" and "Somebody Did a Golden Deed." The boys who went over to sing were: Edward McCall, Robert Long, Thomas Staley, John Hill, Ralph Tew, Nolan Morrison, James Christy, Paul Carpenter, Howard Manus, Franklin Stover and Benson Wilkins.

As usual, all of the boys in the morning school section enjoyed hearing these boys sing, and they especially enjoyed the talk Mr. Hawfield made.

Items of Interest

By Thomas Stallings, 8th Grade

The name of the picture show on Thursday night of last week was entitled "The Fighting Sullivans." This is a very popular R-K-O production. The boys enjoyed this show very much.

On August 15th, at the Training School, as was the case everywhere else, a holoday was declared to celebrate the end of World War II. This will go down in history as the worst world conflict ever known. At the School all the regular work was stopped for the day. All of the boys gathered in the auditorium at 11 o'clock in the morning for a service of prayer and thanksgiving. Rev. E. J. Harbison, pastor of the Westford Methodist Church, near Concord, was the speaker. This program lasted for about an hour.

After their noonday meal, the boys had a very good time, playing games, swimming and eating watermelons.

This day at the School was not considered as a holiday alone. All of the boys felt grateful for the end of the war, and many of them did thank God that their brothers and fathers in the armed forces were safe and would soon be home with them.

Several new boys have entered the School in the past few weeks. These fellows started to school on the 16th day of August, and they were placed in the various grades. We hope that they will try to make their records good ones during their stay at the institution.

Dr. D. W. Dudley has nearly completed his dental clinic at the School. He has certainly done an excellent job. He has filled, pulled and cleaned teeth for all of the boys who needed this sort of work done. The boys at the School are grateful to Dr. Dudley for the work done on their teeth.

Many of the boys' visitors attended the service last Wednesday morning. They were all deeply impressed with it.

Mrs. Morrison, our second grade teacher, has returned from her vacation. The boys in her room were glad to see her return.

The baseball games at the School have been going according to schedule each Saturday afternoon. The season for this particular sport, however, is nearly over. The boys are looking forward to the beginning of a new series of sports.

New Boys Enter School

By Coy Crabtree, 8th Grade

At the middle of this month, eight new boys entered the Training School. These boys were placed in the following grades: Ollie Andrews, second grade; Robert Dula, eighth grade; Robert Holland, fourth grade; Donald Hoyle, third grade; James Johnson, fifth grade; David Johnson, fifth grade; James Maloney, third grade; James Wiggington, fourth grade. We are glad to have these boys in our school.

Friday Morning and Afternoon Chapel Programs

By Thomas Stallings, 8th Grade

To begin the program in the morning the boys stood and sang two songs, "America" and "America, the Beautiful." The fifth grade boys then sang "Working on the Railroad." Mrs. Hawfield's first grade boys then went up to the stage and gave a singing game, "Lazy Boy." All of the boys enjoyed this very much. The program was closed by all singing "Auld Lang Syne."

The afternoon program began with all the boys singing "My Faith Looks Up to Thee" and "Work, for the Night is Coming." The first grade boys then presented the same act as they did in the morning. Mrs. Morrison led the group in responsive reading. The boys of the second grade sang "Farmer in the Dell." Mr. Hines made a brief talk on "Assembly Manners." The program was closed by the singing of "Auld Lang Syne."

More Boys Released

By Thomas Stallings, 8th Grade

During the past week some more boys have been released to return to their homes. Their names and grades

are listed as follows: Jack Hensley, second grade, Asheville; William Wall, sixth grade, Wilmington; and Marvin Wall, fourth grade, Wilmington. We hope these boys will continue to make good records at their homes.

Arithmetic Contest

By Thomas Stallings, 8th Grade

Lately, in the eighth and ninth grades a series of contests have been held to determine the rating of the boys in arithmetic. Here are the grades and ratings of the boys in the morning eighth grade: Thomas Stallings, first; T. L. Arnette, second; with Robert Lee and Harvey Leonard tied for third place.

In the afternoon eighth grade, Thomas Wansley held first place; Gray Brown, second; and Hugh Cornwell, third.

In the ninth grade John Allen was first; Robert Flinchum, second; and William Poteat, third.

Next week we are going to have more contests in arithmetic. The grades taking part will appear in a later issue of "The Uplift."

A Dairy School Meeting

By Harvey Leonard, 8th Grade

The dairy boys, accompanied by Mr. J. H. Hobby, attended a dairy school meeting at the court house in Concord, Friday, August 17th. This meeting was about the mastitis disease among cattle. A doctor came from the Univesity of Minnesota, and it is said that he knows more about a cow's udder than anyone else in America. He made the talk about this disease called mastitis and pointed out the trouble it might cause, by using picture slides. He also talked about how to milk a cow so that she will want to work for you and not hold up her milk. He said that we should wash our cow's udders in warm water so that they will let the milk down, much the same as they do when the calves were milking. A cow's udder was intended to hold enough milk for a calf only, but man has developed it until it is many times that size.

The doctor showed us how the milk developed inside the udder. The udder is shaped like a gourd, and its inside walls are made up of many cell units. There are about four million cells in each unit. The milk comes from the blood as it circulates around the udder. If a person should be using an electric milker he should start on the cow as soon as she freshens. He pointed out a few reasons why a milker should never strip a cow's udder by hand after using the milking machine. He said that it would become a habit for the cow to expect you to strip her by hand after each milking. There was a demonstration how to use the electric milker and how to strip the cow's udder with the milker. How to clean the vacuum tubes was also demonstrated by using water about 180 degrees to wash all milking equipment used at that milking.

Dr. Fletcher explained the most important way of keeping our cows in top shape. He stated that we had some very fine cows to work with and that we should always try to keep them in top condition.

How many unjust and wicked things are done from mere habit.

EARLY BEGINNINGS OF THE JACKSON TRAINING SCHOOL

By S. G. Hawfield

At the beginning the Stonewall Jackson Manual Training and Industrial School faced many difficulties and hardships. The initial appropriation by the General Assembly of $10,000 for the establishment of the institution was far too inadequate for such a project, and those who were charged with the responsibility of starting the institution really faced an almost impossible problem. Had it not been, of course, for their vision and steadfast purpose, they would have given up at the very beginning. The meagerness of the appropriation meant that they had to operate, to a large extent, upon faith and upon the generosity of the friends and promoters of the new institution.

The first meeting of the Board of Trustees of the new school was held in the Senate chamber in Raleigh on September 3, 1907. Governor R. B. Glenn had summoned the members of this Board to this meeting, and at that time he "impressed on the board that it was undertaking an important task, with difficult obstacles", but he stated that since the work was so necessary and so important all should meet the task with earnestness and hope. At this meeting a temporary organization was formed with the following officers: J. P. Cook, Chairman; J. H. Tucker, Vice Chairman; Dr. H. A. Royster, Secretary; Ceasar Cone, Treasurer. At a later meeting held in Greensboro the temporary organization became the permanent one.

The new board advertised for bids for the site of the new institution, requesting that not less than 200 acres of land be made available. The discouraging feature about the proposals was that the prices asked for the different sites were almost equivalent to the total appropriation, which seemed to mean that the entire project was doomed to failure. When this became true, the board unanimously agreed and determined that the site for the institution would have to be a free donation and that it should be healthfully located and be where the usual crops of the state could be successfully and profitably grown.

The City of Concord became deeply interested in the possibility of having the school located in Cabarrus County near Concord. In October of 1907 there was held a meeting in the City Hall of Concord, presided over by the late Dr. Robert Simonton Young. At this meeting it was decided to launch a campaign to raise by popular subscription $10,000. In a few days the campaign goal was reached. None of the subscriptions was large, but there were many small donations which indicated the substantial interest of the people of the community. With the funds, a farm of nearly 300 acres was purchased and deeded to the state to become the site for the new institution. This farm was located three miles southwest of Concord on the Southern Railroad.

In November, 1907, the Executive Committee of the board, having been

instructed to select a superintendent of the institution, and having considered the fitness of various persons for the position, offered the superintendency to Professor Walter Thompson, then in charge of the city schools of Concord. Mr. Thompson accepted the position and on the first of the year 1908 he began his service at the school. Before the erection of any buildings was undertaken, Mr. Thompson and some members of the board visited other well established, similar institutions in other states.

Mr. Thompson entered into this new work in the spirit of enthusiasm and with a willingness to make whatever sacrifices seemed necessary. Frequently it was necessary for him to face disappointments and hardships, but in the new undertaking he staked all in order that the new project might be made a sucess and that there might be rendered an account of faithful stewardship. It was an eventful year in his life, and the entire state of North Carolina should always be deeply grateful to him for his excellent work and the rich investment of his life.

In the spring of 1908 it was decided that the first undertaking would be to erect two cottages. It was decided by the members of the board that two cottages would be the smallest plant with which operation could be successfully started, and it was decided that these should be ready for occupancy about January 1, 1909, so that the project would actually begin by the time the sessions of the new General Assembly would be held.

It was only through the generosity of the King's Daughters of the state, assisted by the North Carlonia Federation of Women's Clubs, who together contributed $5,000, that the absolute failure of the new project was prevented. This donation, along with the state's appropriation, enabled the board to construct the first two cottages. One cottage was completed by Christmas of 1908, and the other one was nearing completion at that time. All available funds, however, were exhausted in the erection of the buildings, and there was no money available for furniture and equipment.

Each of the buildings was erected to be a home for 30 boys. When it became evident that additional funds would have to be raised for the furnishings and equipment, the faithful women of Concord assumed responsibility for securing the necessary furnishings. Mrs. J. P. Cook visited the furniture factories at Thomasville and High Point where she secured the donation of necessary furniture for one cottage. In Salisbury she secured from merchants table linens and other neiessities, and in Charlotte from Parker & Gardner Company she secured enough silverware to supply the needs of 36 individuals. Under the direction of Mrs. Cook an entertainment was given in Concord, and funds were raised with which to purchase the cockery and tableware, and also a two-horse wagon.

One of the clubs in Concord, a Study Club under the leadership of Mrs. D. L. Bost, presented to the school a splendid large range, together with the necessary cooking vessels.

Mrs John K. Patterson, with the assistance of the Boy's Bible Class of Central Methodist Church, Concord, donated the furnishings for the officer's bedroom in the first cottage.

Thus, through the generosity and liberality of many individuals, mostly

of the good women of this section of the state, the institution was ready to open its doors by the time set by the board of trustees. January 12, 1909 was set as the opening date for the new institution, and at that time the first pupil arrived, from the town of Burlington. This seemed to be a very small beginning indeed, but it did mark the tangible beginning, and from that time on what had been a theory became a tangible and visible reality. No doubt, at the beginning it still seemed to be an experiment, but as was proved by the growth of the institution in later years, it was not a fantastic dream. The capacity of the new institution was soon taxed to the limit, and from that time on the growth was slow but steady.

Invitations to the opening exercises were issued to a large nember of people throughout the state, and hundreds responded. The invitation read:

The Superintendent and Board
of Trustees
of the
Stonewall Jackson Manual Training
and
Industrial School
Concord, N. C.
Respectfully invite you to be present
Monday, January 11, 1909, at a
Shower of Household Furnishings
to be held in one of the new buildings
recently erected and to have its
inaugural opening January 12, 1909
for the reception of wayward and
unfortunate boys.
Any hour from 9:30 a. m. to 4:30 p. m.
R. S. V. P. Consult enclosed slip.

Board of Trustees
J. P. Cook, Chairman, Concord
J. H. Tucker, Vice-Chm'n, Asheville
H. A. Royster, Secretary, Raleigh
D. B. Coltrane, Treasurer, Concord
Caesar Cone, Greensboro
John J. Blair, Wilmington
R. O. Everett, Durham
Mrs. M. A. Jackson, Charlotte
Mrs. W. H. S. Burgwyn, Weldon
Mrs. I. W. Faison, Charlotte
Mrs. A. L. Coble, Statesville
Mrs. D. Y. Cooper, Henderson
Mrs. W. N. Reynolds, Winston
Mrs. G. P. Erwin, Morganton
Miss Easdale Shaw, Rockingham
Walter Thompson, Superintendent

It is reported that many brought gifts to the institution at the opening. Among these were "towels, napkins, dishrags, big forks, big spoons, soap, pepper and salt," and that it all "made a pile a room high, representing in value way up in the hundreds of dollars."

Mr. Jesse C. Fisher, our present assistant superintendent, became a member of the staff, June 1, 1909, at which time, according to his recollection, there were seventeen boys at the School. By the end of the year 1909, the enrollment had increased to approximately thirty boys, all of whom were housed in the King's Daughters Cottage, now known as Cottage No. 1.

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Time is a fleeing thing, so grab the chance you now have; it will never come again. This day is lived today. Waste it and it's gone forever.

OUR OBLIGATION TO RETURNING VETERANS

(The Monroe Enquirer)

Union county boys who fought for their country are coming home. Already they are reappearing in Monroe and throughout the county and it is just a matter of months before hundreds of them will be ready to enjoy the "way of life" they so successfully defended.

What has the future in store for them? It is hard to answer but it is not a theoretical problem to the fighting man who must find economic security to back up the national security he and his buddies established through bloody endeavor.

We talked to a corporal the other day. He was on his way home in another state. Only a few days before he had been in Italy, but thanks to the airplane, he was on a train, expecting to see his sick wife the next day. What was there ahead of him? He didn't know; we didn't know and the question is, did anybody know?

You can typify the problem of the returning veteran in this man. His sick wife made it imperative for him to find employment. They would both need money. What kind of work would he find and for how long would he have employment?

Multiply the problem of the corporal enough times and you have the situation that faces the people of Union county. Scores and hundreds of men out of military service, must have money to live. They must have employment to get money. Certainly they must find opportunity for work here if they continue to reside among us.

We wondered if the community to which the corporal was speeding had given a thought to the welfare of the man who had fought for the safety and security of its people. Would he have any evidence, upon his arrival, that the people at home have given any thought to him and his post-war problems. Would he discover, as some veterans predict, that men and women on the home-front, unmindful of his bravery and service, think only of their profits and are unconcerned about hih and others like him?

From the thoughts of the town or city in the other state, we reverted back to Monroe, where other service men are coming and will continue to arrive until the last one who has survived the battles and hardships has returned home. So far as we know, Union County's Returning Veteran's Employment Committee for the benefit of returning veterans is the only agency or step that has been taken locally to aid these men in securing jobs and relocating themselves in worthwhile employment. As worthy as the office is and as commendable as the efforts may be, these patriotic men and women who are serving on the committee, will be helpless, unless there is some community planning and consideration to provide employment for the returning veterans.

The community in some manner must realize its obligation, "to make

room" for veterans home from the wars. It is time, now! that something be done, before we suddenly find ourselves engulfed in a great tide of returning men, again ready to take up their lives where they left off, when they marched away to war.

From a selfish standpoint, it is to the interest of Monroe and Union county to retain these men, to make them self-supporting members of the population and to add them to those who help to make it possible for Monroe to grow and prosper. Cities and towns boast of their numbers and most of them would be delighted to anticipate the arrival of hundreds of new residents, men who want to live here and will live here if they find employment.

By this time, some reader of this article is probably wondering what should be done and if there is any suggestion for community action. Certainly the problem should be studied and we suspect the first step would be the appointment of a "Jobs and Industry Committee." It should get organized, employ sufficent assistance to survey the community and become acquainted with the number of veterans who will come home and need employment.

As far as we are concerned this is the first step. It should be taken immediately by the proper authorities. The people of the community cannot affort to run from the obligation, it owes reurning veterans. Only study, concerted action and intelligent unselfishness can solve the problem. It should be tackled at once and without throught of failure.
out though of failure.

LISTEN, BOYS

A man who was once a real boy himself has taken the sacred number seven, and has applied seven rules, that if practiced daily, will make a real man out of a boy. And these seven rules should be practiced so faithfully that they become as natural as drawing your breath. Here they are:

1. Say "Good Morning" to at least seven people every day.
2. Smile, especially when things go wrong.
3. Walk at least two miles a day.
4. Whistle at least a dozen times.
5. Do something helpful around the house that you have not been told to do.
6. Be prompt in everything.
7. Be as kind and helpful to your own mother and sister as to other boys' mothers and sisters.—Sunshine Magazine.

FUNDAMENTALS OF PEACE

(The Stanly News & Press)

As fighting men in all parts of the world lay down their arms and the citizens of all nations rejoice at the end of the most costly war in human history, it will be well for all of us to realize that the length of the era of peace which follows this struggle will be determined to a very large extent by the adherence of the peoples of the great nations of the earth to the fundamentals of peace.

When the shouts of victory die down and those nations which have put the bulk of their resources into the conflict in a great gamble to win, begin to examine their own economic conditions, they will find that they have practically exhausted all of their resources. While we like to regard ourselves as the richest nation on earth, we must not forget that we are enter ing the peace period with a debt that will total 300 billion dollars before we can hope to balance the national budget once again. In other words, another war would produce ecinomic chaos in this country.

We have long known that the character of a nation is the direct reflection of the character of its individual citizens, and so if the world is to have peace, the people of this nation as well as the other nations of the earth must place continual emphasis upon strong individcal character. We like to think that as individual citizens we had nothing to do with the inception of the Japanese war, and yet from our railroad sidings right here in Albemarle thousands of pounds of scrap steel were started on their way to Japan. We, as a country, undoubtedly sold them metal that perhaps eventually wounded or killed men from Stanly county.

Of course, our leaders in Washington should have been well enough informed as to the situation to have cut off shipments when it early became apparent that the Japs had started out on a program of world conquest. Yet, we cannot avoid our individual responsibility in the matter.

In developing men and women of strong and honest character, we must begin in our homes and continue the process in the schools and churches. Wherever we fail, we increase the likelihood of another conflict, although we may have the erroneous feeling that only criminal characters in high places produce wars.

Perhaps the one thing that will serve to keep the whole world at peace will be the free flow of news by radio, newspaper, and magazine. Those countries which impose strict censorship of news in periods of peace are a threat to the safety of the peoples of the earth.

We do not believe that we can hope for a war-free world until it is rid of much of the superstition that afflicts many parts of the earth. That superstition results in a degradation of the human soul to such an extent that it is impossible to build the sort of nation that can hold up its head in the family of nations.

The hope of the world undoubtedly lies in a strong missionary movement, starting in this country, and spreading to all nations. That movement

would have as its foundation medical and health services as well as schools, all of which would be followed up with the presentation of a religion that has as its fundamental principle the dignity of the human soul. We can hope to accomplish little with a weak missionary movement, and so if the movement is to become strong, the churches of the nation must become many times stronger than they are today. You may ask how this can be accomplished, and again it goes back to the individual citizens.

And so today, as peace comes to the world, here are the fundamentals that must be made paramount if it is to be permanent:

(1) Strong character in the men and women who make up the citizenship of the great nations—character developed in the homes, schools and churches.

(2) Free flow of news throughout the entire world.

(3) A powerful missionary movement which will have as its basis the supreme value and dignity of the human soul.

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A LEGEND BEAUTIFUL

The Paradise bird, it is said, never lights,
But lives on the wing in untiring flights,
Facing the storms and the lightning's glare,
Too restless to stop and abide anywhere.

And so with my spirit, this world's not its home;
From its clay house it steals, the wide world to roam;
Longing and searching for some place to rest,
But means disappointment in every quest.

Though, however far it may go here or there,
It can never outdistance His kind, loving care
And back to this earth house anon it returns,
Like the lone humming bird to its nectared urns.

When that wandering bird no longer can fly,
It lands on some friendly wave rolling by,
And gently is borne to some peaceful shore,
To bare its breast to the storms never more.

So when my spirit shall make its last flight,
From this troubled world to the land of delight,
May I safely land on some friendly isle,
Where there's never a tear, but always a smile.

—Rev. J. E. Barr.

PEACE CELEBRATION AT THE SCHOOL

By Leon Godown

On Tuesday evening, August 14th, at seven o'clock, a news flash was released which electrified the whole world. At that hour, President Harry S. Truman announced that the Japanese government had agreed to the Allied Nations' terms of unconditional surrender.

In accordance with the declaration of our President, a holiday was declared at Jackson Training School, and on August 15th, all regular activities were suspended for the day.

At eleven o'clock in the morning both the boys and the members of the School's official family assembled in the auditorium, where a most appropriate program was rendered. There was also quite a number of visitors present.

Following a brief announcement by Superintendent Hawfield as to the purpose of this service, the entire assemblage sang "Onward, Christian Soldiers" and "America."

As Mrs. Frank Liske played "The Star-Spangled Banner," one of the members of the School's Boy Scout Troop carried the United States Flag down the aisle to the stage, with four other members acting as escorts. With the national colors occupying the center of the stage, the Pledge of Allegiance was repeated in chorus. This was followed by the singing of "The Star-Spangled Banner" and "God Bless America."

Superintendent Hawfield then presented our guest speaker, Rev. E. J. Harbison, pastor of Westford Methodist Church. For the Scripture Lesson he read the 149th Psalm, after which he led us in a prayer of thanksgiving for the return of peace to the world.

The speaker began his remarks by stating that he knew of no more fitting portion of the Bible to be mentioned at this time than the 51st Psalm.

There is not much ground for any of us to boast, he said, as this certainly is not a boastful time. This is indeed a time for thanksgiving to God. The victory would not be ours if it were not for Almighty God.

Our fighting men, continued Rev. Mr. Harbison, even under the murderous fire of the enemy, have called upon God for help time after time. They knew that their very lives were in His hands. We know definitely this morning that God did not fail to help them.

The speaker stated that whatever we are called upon to do in the service of our country, it is our duty as good citizens to do our very best. Not many of us have any occasion to boast, he added, for each one of us here at home might have done much more than we did to help in the war effort.

Rev. Mr. Harbison told the boys that since the war has come to an end, each one of us should say, "I'm going to protect my country. I'm going to be true to my flag. It shall be my constant aim to do all in my power to see that such a war does not occur again." It is indeed wonderful to have a flag to love, he added, but unless we live nobly, all those who have made the supreme sacrifice in World War II shall have died in vain.

We owe to that grand old flag a noble life, guided by the highest of ideals. We must remember that while our Heavenly Father is the God of Battle, He is also the God who can direct our lives, and we should give our lives to Him.

The Bible tells us that "the meek shall inherit the earth," continued the speaker, which means that those who are boastful of their own power, giving God little or no credit, shall not have any part in that. We are grateful to be able to see the day when men shall lay down their arms. Let us hope and pray that this is the beginning of the time when men shall study war no more, and that people of all nations shall live as brothers.

This morning we face our enemies with a smile, rather than with a feeling of hatred, said Rev. Mr. Harbison in conclusion. Instead of gloating over our success, let us extend our hand to them and say: "May God bless you—with His help we are going to teach you the better way of life."

Superintendent Hawfield then addressed the boys briefly. He stated that while we were paying homage to our great military leaders who have made this wonderful victory possible, we should not forget the man who was the leader of this nation in its darkest hours—Franklin Delano Roosevelt. It was he who laid the foundation for our sucessful war program. He led us up to the border line of victory, but he died just before this great hour of triumph. We owe much to the leadership of this great American statesman, and we should be exceedingly thankful to have had the benefit of his matchless courage and the will to fight for the right. Under the guiding hand of his successor, President Truman, we should lend every effort to make possible our late leader's dream of an enduring peace among the nations of the earth.

The audience then sang "Faith of Our Fathers," after which Rev. Mr. Harbison pronounced the benediction.

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It seemeth such a little way to me
Across to that strange country—the Beyond;
And yet not strange, for it has grown to be
The home of those of whom I am most fond;
They make it seem familiar and most dear,
As journeying friends bring distant regions near.

And so for me there is no sting to death,
And so the grave has lost its victory.
It is but crossing—with abated breath,
And white, set face—a little strip of sea,
To find the loved ones waiting on the shore,
More beautiful, more precious than before.

—Ella Wheeler Wilcox.

OUR DUTIES TO OTHERS

Adapted from an Address by Edward B. Davis

No one can decide for us or tell us with absolute authority what is our duty. For generation after generation men have laid down rules of conduct for themselves and for each other. A study of their work is helpful, but does not relieve us of the task of ordering our own lives in our own way. We must decide for ourselves, weighing the advice and examples of our fellows, our teachers, the great men of our own and past times in the light of our separate experience and purpose in life.

Let us see what light the dictionary can throw on our subject. Duty is defined as "that which one is bound by any natural, legal or moral obligation to pay or to do." It is with moral obligations that we are concerned. Again the dictionary tells us that morals are "principles of right conduct," and that right is "in accordance with moral principle." Here we have gone in a perfect circle. Unless we know what is right we are just where we began. The only additional help the dictionary can give us is a lot of synonyms and antonyms, words of similar and opposite meanings—equitable, fair, honest, just,lawful, straight, true, unswerving, upright; and on the other hand, bad evil, false, incorrect, indirect, inequitable, iniquitous, unfair, unjust, unrighteous, wrong.

Most of these words are very familiar. We use them daily in passing judgment on all sorts of actions. We are often puzzled when different people apply words from both of these lists to the same action. Several accounts of the same incident may be as different as there are people describing it. When it comes to making our own decisions, each of us follows his own conscience. When the dictionary defines that as "the power or faculty in man by which he distinguishes right from wrong," it simply leads us around another circle.

A little further look at the derivation of the word duty, and we find that it comes from the Latin con or cum, meaning with, and scio, to know, from which comes our word conscience. Thus conscience is the power or faculty in man by which he distingulshes right from wrong with "knowledge gained and verified by exact observation and correct thinking." Not all consciences are alike, a great deal depends on one's bringing up, and the way lies open for us to improve our own consciences.

In Sparta in ancient times, the boys were scantily fed and were expected to forage for food. To steal was considered a clever feat—even virtuous, provided you were not caught. To be an unsuccessful thief was most disgraceful.

How fortunate it is for us that the principles taught to Spartan boys have gone out of date. Our inheritance is a higher standard of morals and ideals. The common standard is the way people generally act, the sort of treatment we get and are expected to give to strangers. The ideal is what people believe in their hearts to

be true and noble; the sort of conduct they admire and try to imitate. Ideals and standards are a part of us; we read them in the lives of our fellows, and we express them in deeds rather than in words. In the light of them we measure values and pass judgment.

Let us make up our minds once and for all whether it is worth while to load ourselves up with a troublesome conscience. Life is a thing that is passed on to us without our asking for it, and we are glad to have it and happy to be alive. Life is good. It came to us good in spite of certain imperfections. Life is just what we make it, so let us make it at least a little better. That is no easy job. Conscience is the tool with which to work. Don't lose an opportunity to sharpen conscience, "knowledge gained and verified by exact observation and correct thinking."

Common moral standards are passed on to us. They are constantly changing and going out of date. It is our duty to see that they change for the better. Each of us should ask this question, "Have I done my share in raising the standards?" One might think that a fellow cannot do a great deal by himself, but each boy can do his little bit to boost the general average of the whole. It is his duty.

Some boy may question my right to call it his duty to help raise the standards of right living. He may think that by keeping within the law and within the bounds of common decency, he has performed his full duty. That is where he is wrong. It is a boy's duty to make his own path upward to higher things, and if he really tries to make this his duty, he will be a leader, and others will surely follow him.

The lives of men and women of high ideals who led their own generations to higher planes are recorded in history. Our Ideals of right and wrong are influenced by these, but far more by the stories and teachings of the scriptures which we claim as our own, the Old and New Testaments. In them we can trace how great leaders have had visions of better conditions for which they worked and fought. The Bible is our richest storehouse of moral teachings.

And now for a few rules of conduct. There are the Ten Commandments, the foundation of all laws by which we should govern our lives. They may, however, be summed up in the Golden Rule, "Do unto others as you would that they should do unto you." This calls for kindness and thoughtfulness. Quite frequently a boy offers this excuse, "I didn't think." This is far from being an excuse, and puts his action in the worse possible light. It proves that he is selfish. To be considerate of others is a primary duty. The expression, "I didn't think," is not an excuse but a confession.

There has been much discussion as to whether it is ever right to conceal the truth—what is deception? what is a lie? We all know that it is dishonorable and disloyal to break confidences, but on the other hand, it is definitely wrong to accept certain confeidnces. If a fellow comes to you and tells you how he cheated in examinations, or stole, or did some other evil, are you bound to keep his secret? The answer is that you should not have let him tell you of those things in confidence.

Every privilege implies a corresponding duty. Friendship is among our chief duties. We should trust our friends, believe in them, respect them and give them credit for the best of motives and purposes. It is only as we make others feel that they have our confidence that we will ever succeed in gaining theirs. There are those who command our respect, and those to whom it is not easy to give it. But to the weak or lowly who are none too sure of themselves, our respect and confidence mean a great deal. If somebody has helped you, do not begrudge him gratitude. It is such a little thing to give, but a great thing to withhold.

A boy should learn to be polite to everybody, recognizing all as neither better nor worse than himself. In order that your opinion of others may be high, keep up the highest self-respect. Emerson said, "We must be as courteous to a man as we are to a picture, which we are willing to give the advantage of a good light." Before passing judgment because of one doubtful act, think of the many things you do that place you in a bad light, and be generous in your judgment.

We should always keep promises. It used to be customary to bind all promises by a scared oath, thus making it a sin against God who had been called on to witness the promise if it were broken.

The worst habit a boy can acquire is that of swearing and cursing and using foul language. Such talk is associated with loose morals and little self-control. Then, too, it interferes with the exact expression of our real thoughts.

There are some things about ourselves that we can control only indirectly. Certain fellows when they get together during work hours simply cannot help talking and wasting their own and other people's time. Most of them truly want to work. They begin the day by saying in prayer, "Lead us not into temptation," and yet at the first opportunity they seek each other out, thus deliberately courting temptation. Just remember that "God helps those who help themselves," and keep up your end of the fight.

Every boy should realize that he has been given special opportunities and privileges. Fortune has smiled upon him. He has been given a chance to learn, to read and study the best books, to associate with men of high ideals. It is his sacred duty, therefore, to take advantage of these opportunities and adopt a higher standard of conduct. It is the duty of every boy to learn to accept responsibility manfully, and ever strive to improve his life in every possible way.

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Keeping mastery over the temper is keeping mastery over the tongue and reasoning faculties. Nine times out of ten it means victory.

NEWS OF FORMER STUDENTS

In going through our files recently we found that the name of Clarence Douglas had been overlooked when the list of former boys in service was made up. Reports in his file revealed that he was in the United States Army, serving at the Walter Reed Hospital, Washington, D. C., in February, 1940. Since his period of enlistment did not expire prior to the time the United States entered the war, we feel safe in assuming that he is still in service.

Clarence was admitted to the School, May 15, 1933 and was permitted to leave May 3, 1938. During his stay with us he was in Cottage No. 13. Progress reports show that he attended high school for a while after returning to his home in Wayne County. Clarence is twenty-one years old.

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When Thomas McKee visited the School recently he informed us that while serving in the United States Army in the Hawaiian Islands, he met James A. Douglas, another former student, who was also in service. Both were stationed at Schofield Barracks for quite some time.

James A. Douglas entered the School, May 15, 1933 and was permitted to return to his home near Goldsboro, February 25, 1936. Upon admission to the institution he was placed in the fourth school grade and had advanced to the seventh grade at the time of leaving. He was a member of the Cottage No. 12 group.

After leaving the School, James worked on a farm near Goldsboro for one year, after which he obtained employment in Washington. His record while with us was very good, and progress reports received from time to time stated that he was making satisfactory adjustment and was keeping up his good work. James is twenty-six years old.

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In The Charlotte Observer, issue of August 10, 1945, there appeared a news item from Hickory, dated August 8th, stating that Pfc Richard M. Whitener's mother had been notified by the War Department that he died of malaria in the Philippine Islands, July 26, 1942, while being held prisoner by the Japanese forces.

Richard M. Whitener entered the Training School, January 1, 1932, and was permitted to return to Hickory, August 1, 1933. During his stay with us he was a member of the Cottage No. 11 group, and was employed as house boy. Upon admission to the institution he was placed in the sixth school grade, and was in the seventh grade when he left.

This lad's record while at the School was very good. When he returned to Hickory, he entered high school, and we learned from a progress report in the Fall of 1933 that he was doing very good work in school. No later reports concerning his activities were received here.

Although we have heard nothing about Richard since 1933, there is no doubt that the young man reported in the news item being our former student. A careful check of our files reveals the same parents' names, as well as those of his three brothers, one of whom is a lieutenant in the

Army Air Corps, one a seaman in the Navy, and the other a private in the Army.

Richard would have been twenty-eight years old on the 28th of next December.

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Clifton Butler, one of our former students, called on friends at the School the other day. He entered the institution, May 17, 1938 and was conditionally released, July 21, 1939. At the time of admission he was placed in the fifth school grade and was in the seventh grade when he left us. He was a member of the Cottage No. 9 group, and his work experiences consisted of employment on the farm, in the laundry and in the shoe shop, where he got along well.

When he left the institution, Clifton worked on a farm until entering the United States Army, October 28, 1940. He received his basic training at Fort Bragg, after which he was transferred to Fort Dix, N. J. On March 1, 1942, he went overseas, and was stationed at the following places: Panama Canal Zone; Boro-Boro Island in the Pacific; Aukland, New Zealand; Melbourne, Mt. Isa, in Queensland, Darwin and Brisbane, all in Australia. Clifton was wounded during a Jap air raid on Darwin, and was taken to the 118th General Hospital, Sydney, Australia. He returned to the United States, August 6, 1943, and was sent to the Halloran General Hospital, Staten Island, N. Y., and was later transferred Moore General Hospital, Swannanoa, N. C. An honorable medical discharge was issued to him, November 28, 1943.

Clifton stated that he was awarded the Purple Heart Medal on account of wounds received in Australia. While in the service he was a member of Co. K, 53rd QM Regiment.

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We recently received a letter from our old friend, Clyde A. Bristow, who was a member of our printing class more than eighteen years ago. Clyde, his wife and three children have been living in Winston-Salem for several years. For more than twelve years he has been driving a large transfer truck for the Roadway Express Company, and for nearly a year he has owned his own tractor and trailer, with a capacity of twelve tons. Clyde's most recent letter, dated August 14th, reads in part as follows:

"Dear Mr. Godown: All day the radio has been telling how Japan's note is slowly moving toward the White House. At 6 p. m. the news was supposed to have been flashed—but no soap. I can't wait any longer. Suppose that I had just as well take off for New York. The surrender will probably be announced tonight and I'll lay over during the celebration.

"After seeing you the other day I came back home and helped the wife can some pears and tomatoes. Boy, those preserves will be the stuff next winter.

"Just received my Eight Years, No Accident award. The certificate states that I have had 433,417 miles of operation without an accident.

"Regards to Mr. Fisher, and let's hear from you soon. As ever, The Bristows."

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Thomas R. McKee, of Winston-Salem, a former student at this institution, called at The Uplift office one day last week. This young man, who is now thirty years old, was honorably

discharged from the United States Army, November 1, 1944, after having been in service more than seven and one-half years.

Thomas was admitted to the Training School, Ocober 2, 1928 and was permitted to return to his home near Farmville, September 3, 1931. During his stay with us he was in Cottage No. 5 and worked in the laundry. His record in both places was very good.

After going back home he was employed on a farm for about one year. He then became an enrollee in a CCC camp, where he remained for about two and one-half years. His next place of employment was with a motor sales company in Winston-Salem, and he stayed with that firm for about two years.

In February, 1937, Thomas enlisted in the United States Army. He received his basic training at Fort Bragg. In July, 1937, the infantry unit to which he belonged was sent to the Hiwaiian Islands, and for a little more than three years he was stationed at Schofield Barracks, Honolulu. His period of enlistment having expired, Thomas returned to the United States in August, 1940.

Shortly after coming back home, he re-enlisted, and was stationed for a time at the Brooklyn, N. Y., army base. He then attended an army cooking and baking school at Fort Slocum, N. Y., where he graduated as first-class cook and first-class baker. He was then stationed at the following places: Fort Hamilton, N. Y.; Fort Devens, Mass.; Camp Blanding, Florida and Indiantown Gap, Pa.

In July, 1942, Thomas went overseas as a member of the Flrst Infantry Division, First United States Army. By that time he had been promoted to the rank of staff sergeant, and shortly thereafter he became a mess sergeant. He was stationed in various parts of England and Scotland for quite some time, where he received special training. He took part in the invasion of North Africa in November, 1942, and was also actively engaged in the campaign in Sicily.

Following the Sicily campaign he returned to England, where he received further training, preparatory to the invasion of Normandy. While in France in July, 1944, he contracted malaria, and was transferred to a base hospital in England, and in August, 1944, he returned to the United States by airplane. After spending two months in Moore General Hospital, located at Swannanoa, he received an honorable discharge from further military service, November 1, 1944.

Thomas then returned to Winston-Salem, and was employed at various jobs for a few weeks. For the past several months he has been manager of the Eat-Rite Sandwich Shop, located near the bus terminal in that city. He states that he likes his work very much and is getting along fine.

This young fellow told us that his life as a soldier had been a wonderful experience, and that he was glad to have had the opportunity to serve his country. When asked about the various service ribbons or citations he received while in the Army, he told us that he had been awarded the Pre-Pearl Harbor Ribbon; the Good Conduct Ribbon; The European Theatre

of Operations Ribbon (with four bronze stars, denoting participation in four major engagements); the Combat Infantryman's Badge and the Bronze Star Medal. The latter was presented at a ceremony held in Winston-Salem just a short time ago.

We recall our friend, Thomas, as having been a manly little chap, running about the campus years ago, and who had a smile for everyone he met. He has developed into a young man of very nice appearance, fine manners and a splendid personality. It was no surprise to us to learn how well he got along in the Army, for he has the appearance of being just the sort of fellow who can easily make friends and get along anywhere. We were delighted to see him again and trust he will drop in for a little chat any time he happens to be in this section of the state. He has many friends here at the School who are all very proud of the record he has made since leaving us.

THE SONG OF THE ROAD

There's a song that the hammer is singing
A ringing and wholesome song,
Of the day's bread won
Of the day's work done,
Of a mold well cast
In the fiery blast—
And never one blow gone wrong.

There's a song that the engines are singing,
A deep and echoing song,
Of the whirring wheel
And the burnished steel,
From the lightest spring,
To the mightiest swing—
And never a stroke gone wrong.

There's a song that the world is singing,
A resonant, splendid song,
Of its work, work, work,
With never a shirk,
Of its battles won,
Of its labors done—
And of Right that masters Wrong!

—Selected.

SUNDAY SERVICE AT THE SCHOOL

Rev. James W. Fowler, pastor of Kerr Street Methodist Church, Concord, conducted the afternoon service at the School last Sunday. For the Scripture Lesson he read the 46th Psalm, and the subject of his message to the boys was "Peace and Brotherly Love."

At the beginning of his remarks, the speaker told how the news came over the radio on Sunday, December 7, 1941, telling how the Japs had made their sneak attack on Pearl Harbor. By reason of this treacherous action, while representatives of the Japanese government were in Washington pretending to try to avert war, the greater part of our naval fleet suffered great damage and many lives were lost.

The days following Pearl Harbor was a dark time for the people of this great country of ours, said Rev. Mr. Fowler, but now that the terrible war has ended, we must remember that righteousness will always prevail. Those who really have faith will not be let down by God. He has always cared for those who proved true to Him. Even though darkness does come into our lives, as it did in the days immediately after the Pearl Harbor disaster, those who have faith know that night is always the darkest just before the dawn. The faithful will not despair for they have God's promise that He will not leave them comfortless.

Rev. Mr. Fowler then stated that we are now beginning a new era in the history of the world, and that we must never forget the things that caused the terrible war which was ended just a few days ago. Greed and racial hatred plunged the world into the most destructive conflict of all time. There were men such as Adolph Hitler, Benito Mussolini and Emperor Hirihito, who had the attitude that might makes right and that they could govern the lives of the people of the entire world. They tried to promote the idea that they were of a superrace and could force their way of living upon people of all other races and creeds. The lust for power prompted them to attempt to carry out their evil purposes in a must cruel and ruthless manner, even at the cost of millions of lives and great destruction of property. The vicious tyrants sought to set themselves up above even the Almighty God and force people to bow to them in their so-called "new order," which was ti dominate the whole world.

Racial prejudice is one of the world's greatest evils, continued the speaker, and should be forever eliminated from the earth. As Christians we should remember that God loves all people, looking upon a man's heart rather than the color of his skin. The church that isn't large enough for all classes of people is not large enough for God.

We have won this war, said Rev. Mr. Fowler, not because we are perfect, but because we were nearer right than the Axis powers. Selfishness, dissipation and racial prejudice were present in America, but not to such an extent as they prevailed in those countries controlled by the Axis. We won because we were fighting for the principles by which God would have us live.

God gave the Allies the victory,

added the speaker, because He thought we were the people to try to carry His teachings to people of those countries who fought against us. Because of God's help to us and to the allied armies which fought with us, we are now faced with grave responsibilities in trying to make this a peaceful world. It is very clear that our duty is to be brothers to people of all other races. This peace which has come to warring nations should be a lasting peace. It is our duty as Christians to make every possible effort to implant firmly in the minds of all people that there shall be no more wars. We should strive to make the Fatherhood of God and the Brotherhood of Man a reality in the world.

Several musical numbers featured this service. A group of about ten second grade boys sang "Jesus Loves Me" and "When He Cometh." William Poteat rendered a solo entitled "Was That Somebody You?" Mrs. Frank Liske accompanied them at the piano.

Rev. Mr. Fowler then introduced his wife to the boys. He announced that he would sing as a solo the well-known "Recessional," and explained that the words were written by the famous Britist poet and novelist, Rudyard Kipling. This solo was rendered in his usual fine manner, and was thoroughly enjoyed by all present. Mrs. Fowler played the piano accompaniment.

I MET THE MASTER

I had walked life's way with an easy tread,
Had followed where comforts and pleasures led,
Until one day in a quiet place
I met the Master face to face.

With station and rank and wealth for my goal,
Much thought for my body, but none for my soul,
I had entered to win in life's mad race,
When I met the Master face to face.

I met him and knew him, and blushed to see
That his, eyes, full of sorrow, were fixed on me;
And I faltered and fell at His feet that day,
While my castles melted and vanished away.

Melted and vanished and in their place
Naught else did I see but the Master's face
And cried aloud, "Oh, make me meet
To follow the steps of Thy wounded feet!"

My thought is now for the souls of men,
I have lost my life to find it again,
E'er since one day in a quiet place,
I met my Master face to face.

—Author Unkown.

COTTAGE HONOR ROLL

Week Ending August 19, 1945.

RECEIVING COTTAGE

Lawrence Allen
Claude Bridges
George Bridges
Ralph Cranford
Harry Matthews
James Perkins
Charles Reeves
James Teague
Frank Westmoreland
Charles Young

COTTAGE No. 1

Wiliam Britt
George Cox
Worth Craven
Calvin Davis
Carl Davis
William Doss
Raymond Harding
Edward Hambrick
James Hensley
Franklin Hensley
Robert Holbert
John Linville
Hubert Black

COTTAGE No. 2

John Allen
Louie Ashe
Walter Byrd
Haney Cothrin
Gerald Johnson
Chester Lee
Howard Manus
Robert McDuffie
Harold McKinney
John McLean
Stanford McLean
James Norton
Knox Norton
William Phillips
Hayes Powell
Melvin Radford
Van Robinson
Russell Seagle
James Sneed
Kermit Wright

COTTAGE No. 3

Charles Allen
James Arrowood
Eugene Bowers
Joseph Case
James Christy
Herschell Duckworth
Joseph Duncan
Talmage Duncan
Charles Earp
Lindsey Elder
James Graham
Earl Green
Jesse Hammond
Robert Helms
Jack Hensley
Emory King
Cecil Kinion
Robert Lee
Lawrence Littlejohn
Samuel Lynn
Jack Oliver
Robert Peavy
Donald Redwine
Clifton Rhodes
Kenneth Staley
Thomas Staley
William Ussery
Clyde Wright

COTTAGE No. 4

(Cottage Closed)

COTTAGE No. 5

James Buckaloo
Patrick Ford
Clifton Gibson
Joseph Lane
Harrison Minor
Rodney Mintz
Thomas Sessions
Robert Wilkins

COTTAGE No. 6

Donald Branch
Coy Creakman
Thomas Childress
Richard Davidson
Keith Futch
Earl Gilmore
William Hawkins
Clyde Hoffman
Nolan Morrison
Jerry Oakes

Lewis Southern
Leroy Wilkins
James Walters

COTTAGE No. 7

David Brooks
John Hill
James Knight
Ned Metcalf
Joseph Mitchell
Eugene Murphy
Jerry Peavy
Jack Phillips

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Albert Alen
Kenneth Dillard
Ray Edwards
Ralph Gibson
Hubert Inman
Richard Johnson
Clifton Kerns
Robert Owens
Eugene Peterson
William Poteat
Edward Renfro
Thomas Wansley
J. B. Wilson

COTTAGE No. 10

Jesse Black
Raymond Byrd
Ernest Bullard
Thomas Cottrell
Forrest Cowan
William Lane
J. C. Michael
Ray Taylor
Jack Wiliams

COTTAGE No. 11

Charles Alexander
Donald Bowden
Earl Brigman
James Carteret
Elmer Heath
Alvin Hilton
Thomas Hyder
David Isenhour
Lee Lockerby
Arlon McLean
Kenneth McLean
Edward Morgan
James Phillips
Alvin Porter
J. C. Rhodes
Leon Rose
Ralph Tew
Martin Walters

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

(No Honor Roll)

COTTAGE No. 14

(No Honor Roll)

COTTAGE No. 15

George Brown
Houston Berry
William Best
Jack Crump
Robert Flinchum
Alvin Fox
Jack Green
John Greene
Marcus Hefner
Kenneth Hankins
Robert Holland
James Johnson
David Kenley
Marshall Lamb
Harvey Leonard
Gordon McHan
Zeb Presson
Hilton Ried
Robert Rivenbark
Robert Roberts
Robert Sommersett
Harvey Squires
Dewey Smith
William Caldwell

INDIAN COTTAGE

James Chavis
Thomas Chavis
Morrison Jacobs
Weldon Lochlear

INFIRMARY

Dwight Murphy
Bruce Sawyer

He that falls in love with himself will have no rivals.

THE UPLIFT

VOL. XXXIII . CONCORD, N. C., SEPTEMBER 1, 1945 No. 35

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RULES FOR A CONTENTED LIFE

Strength enough to battle with difficulties and overcome them.

Health enough to make work a pleasure.

Wealth enough to support your needs.

Grace enough to admit your sins and forsake them.

Patience enough to toil until some good is accomplished.

Charity enough to see some good in your neighbor.

Love enough to move you to be useful and helpful to others.

Faith enough to make real the things of God.

Hope enough to remove all anxious fears concerning the future.

—Goethe.

Published Weekly By

THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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The Uplift

A WEEKLY JOURNAL

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S. G. HAWFIELD, Editor — LEON GODOWN, Printing Instructor

JUST FOR TODAY

Just for today, I will try to live through this day only, and not tackle my whole life problem at once. I can do some things for twelve hours that would appall me if I felt I had to keep them up for a life time.

Just for today I will be cheerful, though it break my heart. Happiness is from within; it is not a matter of externals.

Just for today I will adjust myself to what it is, and not try to adjust everything to my own desires.

Just for today I will take care of my body. I will exercise it, care for it and nourish it, and not abuse it or neglect it.

Just for today I will try to strengthen my mind. I will study. I will learn something useful. I will not be a mental loafer. I will read something that requires effort, thought, concentration.

Just for today I will exercise my soul—in three ways, to-wit: (a) I will do somebody a good turn and not get found out. If I get found out, it will not count. (b) I will do at least two things that I don't want to do—just for exercise. (c) I will not show anyone that my feelings are hurt. They may be hurt but I won't show it.

Just for today I will have a program. I may not follow it precisely, but I will have it. It will save me from two pests—Hurry and Indecision.

Just for today I will be unafraid. Especially, I will not be afraid to be happy, to enjoy what is beautiful, to love and to believe that those I love love me.

—Dr. Frank Crane

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A DEFENSE OF PROGRESSIVE EDUCATION

The time has arrived again for the doors of the school buildings throughout the country to be opened for a new school session. Approximately thirty million boys and girls in a few days will be returning to their places in the classrooms which have been provided for them in a country which is dedicated to the principle of public education for all children.

In view of the fact that the reopening of school touches so vitally the lives of such a large segment of our total population, it is quite natural that the attention of all the people should be focused anew

upon the topic of education. The thoughts of our people will be centered with a new emphasis upon the educational processes designed to mold and fashion the characters of our children and to train the intellects of the boys and girls. The serious minded people —young and old—of this country are somewhat in a quandary as to what their education in the days ahead will be like. They are wondering just what sort of changes will occur and in what ways the educational program will be re-fashioned.

Of course, some are fearful that many wild ideas may be promoted in the schools which will upset the entire plan of public education. They represent those people who are always afraid of new ideas in any realm, and the world has always had a goodly number of such people. At the present time there are some who would attempt to condemn and shut the doors on any new ideas coming into the school program. In this group we find those who attempt to put a curse on progressive education by using the smear method. They are those who forget that not all of progressive education is bad. There have been a few extremists in education who have said that children should be permitted to do just as they pleased and have only such experiences as they preferred themselves, without any adult supervision, guidance or direction, and then some well-meaning people have attempted to condemn all types of school improvements by identifying them as all being progressive education. As a matter of fact, this is far from true. There is a type of progressive education which is most desirable, and unless we continue to have progressive education the schools of the country are in danger of lagging far behind in the other areas of human activity.

In the dictionary we find these definitions of the word 'progressive': "Proceeding forward or onward; advancing; making progress or improvement." Surely these definitions contain nothing in them that would cause one to be greatly disturbed or alarmed. If we ever reach the time when we would not find it possible to make improvements or to move forward in education, then we would be in a pathetic situation,

Within the last quarter of a century marvelous advances have been made in the school system in the state, and in the nation. For instance, in our curriculum today we find a place for vocational

education, health and physical education, education in music and art, and courses in distributive occupations. In the schools of a half a century ago none of these subjects were offered. They came to be in the program because of progress, or because of progressive movements. Surely no one would be so old-fashioned as to advocate that all these new things should be removed from the curriculum and that we should revert back to the teaching of only the subjects of the traditional school,—generally reading, writing and arithmetic.

It would be a sad day for the schools if we should decide that this should be done. On the other hand, it does not mean that while more emphasis is being given to these other vital subjects there should be any neglect of what are regarded as the basic subjects in school. Not all people have understood that when the progressive educators arranged to promote instruction in pratical and fine arts they at the same time expected to promote an effective type of instruction in the common branches of learning. It is possible for a teacher in her classroom to do just that; that is, have efficient instruction in all phases of the program because the work is more interesting and more vitalized. The classroom of today that is entirely devoid of subjects which are the product of progressive movements offers very little to children, and as a rule is very lifeless and uninteresting.

Within the last three years we have seen a great upsurge of progress in the realm of the sciences. This applies particularly to the field of medicine and machines of all kinds. About three years ago in the laboratories the marvelous drug, penicillin, was discovered, and this was acclaimed and heralded as being the greatest in the history of medicine. At the present time, information has been given out that a new drug, known as streptomycin, has been found and that it is far superior to penicillin. In the realm of medicine these advances are acclaimed with great headlines.

Recently the world was startled by the announcement that the atomic bomb had been perfected and was used with great effectiveness in the closing days of the Japanese war. Now we are told that the original atomic bomb, the one used on the Japanese cities, has become obsolete and that the latest bombs possess a new superiority.

For several months we in America have had great satisfaction in

the superlative achievement of our great B-29 bombers. They have been looked upon as the super-monsters, the colossal giants of the air, more to be feared than any other weapon of warfare. In the closing days of the war, however, much was being said about a new type of bomber, capable of much greater loads and greater speed and range, which were destined to cause the B-29's to be regarded as antiquated.

When these things occur in other realms they are not regarded as being the product of wild or fantastic dreams, but they are accepted as the product of progressive trends in the realm of sciences. We find no disposition among people to put a curse on these progressive things merely because they are new and different, but instead they are acclaimed as the product of our American genius for finding new and better ways.

To the person who is informed, it is perfectly evident that vast changes are being made in all human activities. This is not a time when the status quo prevails in the land. This seems to be no time, indeed, when a person who is open-minded would dare to advocate that the status quo could possibly prevail. On the other hand, it seems that if we are to be intelligent enough to accept progressive changes in certain spheres of activity we would be consistent and recognize that changes in other spheres of activity are also inevitable and that we must in our mental and intellectual activities strive to keep abreast of the changes in other spheres of activity. There is a danger that a person might be open-minded with reference to certain things and be terribly narrow-minded in other things, so much so that he would be unwilling to accept any changes whatever.

Those individuals who seek to discredit progressive education by explaining that all it involves is permitting children to do just as they please or to do only those things which they prefer, are missing the mark entirely. No right thinking person would ever advocate that children should do just as they please, because children will always need proper adult guidance. On the other hand, if children did as they please, it would seem to be a safe assumption that even this would be no worse than those instances in which parents or teachers attempt to overawe and dominate all experiences of their children. One of the cruelest things ever is, through brutality, to attempt to destroy the spirit and personality of a child, by

being stern and harsh. In the final analysis, what the child needs is wholesome companionship and prudent guidance. At certain times, too, this will mean that the child frequently does the things which he chooses to do.

In this connection it should be stated that there are those who profess to believe in the doctrine that children develop most when they do those things that are distasteful to them, and that they do them because they are forced to do them. Some even believe that it is only through this theory that genius is ever developed, and it is through this process that our master scholars, our inventive geniuses and our star performers are produced. On the face of it, this is a fallacious doctrine. As a matter of fact, our greatest scholars and our most gifted star performers are those people who found an opportunity to do those things which offered to them the greatest personal interest or fascination. In other words, these were not those who arbitrarily had their work thrust upon them from the outside. The person, even in childhood, who is always confronted with the feeling that he is being driven to do something, always approaches the activities of life from the viewpoint of drudgery and with the feeling that life's experiences are to be dreaded and not something to be enjoyed.

During the war period it has been found that the educational processes can be improved and accelerated. This is especially true on the college and high school levels. At the same time it is true that in the post-war period there will be a vast storehouse of new information pertaining to world history, geography, and sciences, all of which, if we are to be intellectually alert, we must be willing to accept into the curriculum. All of this will involve changes, but the mere fact that changes will be necessary does not prove at all that the process will be dangerous or evil. Futhermore, during the war period we have been inspired by the expression that we were doing it all to produce a new and a better world. If we are, in fact, to have a new and better world then education must be new and better if it encompasses all these new changes. In fact, it is true that there has never been another era in human existence which was so prolific in new information. The brilliant scientists of our day have seemingly burst asunder all the bonds which have fettered their thoughts or limited their skills.

Dr. Leta Holllingworth, of Teachers College, Columbia University cites the case of an eight-year-old boy with a highly developed gift for map-making whose teacher tried to stop him from giving time to this special interest (after he had completed his assigned work), on the ground that 'school hours are for school work only.' Said the boy: "When the teacher said, 'I must kill this map-drawing in you,' I felt bad. She can't kill map-drawing in me. Nobody can."

Finally, as we find ourselves boasting so much about our skills in science, we shall be terribly short-sighted if we do not match these skills with a process of education in which we find ourselves able to discover and master our human resources. Probably the greatest discovery that is ever made in the world is when a person—even it may be in childhood—discovers himself; it is that discovery which takes place when a person finds his own talent and has unfolded before him in the experiences of life the potentialities of his own individuality. This is the goal of real progressive education.

* * * * * * * *

ON THE DEATH OF ROBERT EUGENE RIDENHOUR III

This week the entire community of Concord and Cabarrus County was deeply grieved by the untimely death of one of its finest young men, Robert Eugene Ridenhour III. Because of the great sadness that has come to the members of his family, the profound sympathy of the entire community is extended to them, especially to the parents of this fine young man. As far as is humanly possible, all of us share the sorrow that has crept into their midst.

Only a few weeks ago there were surging in the breast of this gallant young man all of the highest hopes and aspirations of a worthy young man whose life was buoyant with the joys of living. For the time being he had linked his life together with other young men of the nation in the struggle for universal freedom and liberty. Only a few days ago he was wearing the uniform of the Navy, with his life fully dedicated to the call of patriotism. He had become an integral part of the mighty armed forces of his country.

The untimely passing of this young man represents one of the mysteries beyond the scope of human understanding. To his parents he represented many of their fondest hopes and parental

dreams. In the potentialities of his life there were unlimited possibilities. In the full bloom of young manhood, he was on the threshold of mature manhood. He was in the process of being trained and educated for service to his country and fellowman. He was cultured and refined and possessed all the supurb qualities of his worthy antecedents. His life was intimately interwoven with the educational, religious, social and economic life of the community. All these things serve to make his passing all the more grievous.

The family of this young man should have a deep sense of pride in his youthful achievements. He was indeed a fine example of the finest among the young men of the country. They can have the consolation of remembering his brief stay with them with the fullest measure of satisfaction.

BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of September 2, 1945

September 2—Billy Hamilton, Cottage No. 7, 12th birthday.
September 3—Marshall Lamb, Cottage No. 15, 15th birthday.
September 3—Tommy Cottrell, Cottage No. 10, 16th birthday.
September 4—Joe Edward McCall, Cottage No. 7, 12th birthday.
September 4—James Walters, Cottage No. 6, 11th birthday.
September 4—Jack Crump, Jr., Cottage No. 15, 15th birthday.
September 5—Nolan Morrison, Cottage No. 6, 12th birthday.
September 7—Jesse Hamlin, Cottage No. 3, 11th birthday.
September 8—William Britt, Cottage No. 1, 12th birthday.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Boys Enjoy Weiner Roast

By Joseph Mitchell, 5th Grade

Last Saturday, the boys in Cottages Nos. 6 and 7 enjoyed a nice weiner roast. Each boy had four weiners.

The boys in the sixth cottage had milk to drink and the seventh cottage boys had iced tea. We all enjoyed what Mr. Russell and Mr. Carriker did for us.

More Boys Released

By Arlon McLean, 8th Grade

Some of the boys have been released to go back to their homes. They have made good records at the school.

Two of these boys are: Liston Grice, of Cottage No. 9, from Goldsboro, and Lawrence Hopson, of Cottage No. 5, from Asheville.

We hope these boys will get along fine at their homes.

Farm Work

By Carlton Morrison, 8th Grade

The farming force has been busy lately picking string beans, butter beans, and pumpkin for canning use. An abundant supply has been given to the cottages. Watermelons are beginning to get ripe, and quite a few have been given to the different cottages.

Baseball

By Carlton Morrison, 8th Grade

The baseball season is now coming to an end. It started in May. There are two leagues at the School. The Receiving Cottage, Cottage 4, Cottage 5, and Cottage 9 are in league number I. League number II, is composed of Cottages 10, 13, 14, and 15.

The winner of League Number One is the Receiving Cottage, and the winner of League Number Two is Cottage Number 10.

Baseball Game

By Barney Mills, 8th Grade

Last Wednesday afternoon the boys at the School had the evening off to see a baseball game played on one of the School's baseball diamonds.

The teams that played were Concord and Roberta Mills. They played the game for the enjoyment of the boys.

The Concord Weavers won 8 to 7. It was won in the ninth inning. The boys really enjoyed and appreciated it very much.

Friday's Chapel Program

By T. L. Arnette, 8th Grade

The program Friday afternoon was opened by singing "America." Then we had the scripture reading by Gerald Johnson. We had the Lord's Prayer after that. The song "America, the Beautiful,, was sung by all. Bruce Sawyer read a poem. They all then saluted the flag.

John Allen read a story entitled "The Life of George Washington."

The two closing songs were "God Bless America" and "Battle Hymn of the Republic."

The program was sponsored by Charles Allen of the ninth grade.

Our Music Group

By Charles Brown, 8th Grade

A group of boys is going from the Training School over to the Westford Methodist Church to sing Sunday night. Then Tuesday morning they are going over to radio station WEGO in Concord to sing on the regular program sponsored by the Jackson Training School. Listed below are the names of the boys who will sing: Hershell Duckworth, Thomas Childress, Jesse Hamlin, James Sneed Edward Renfro, William Burnett, Coy Crabtree, William Whistnant, Raymond Byrd, James Hensley, Frank Westmoreland, Charles Reeves, George Hill, Harvey Leonard, Kenneth Staley, Barney Mills, Thomas Cottrell, Jack Gentry, Garmon Hubbard, and William Poteat.

Our New Teachers

By Thomas Wansley, 8th Grade

We now have some new teachers since some of our old teachers are gone. Miss Baird has gone back to her home in Boone. Mrs. Dwight Morrison from Concord took Miss Baird's fourth grade. Miss Oehler also from Concord, is our third grade teacher. Mrs. Allen has taken Mrs. Dotson's fifth grade. Mrs. Dotson is gone for a week to visit her husband who just returned from overseas.

Mrs. Childress, our librarian and literature teacher, has returned to her regular job in Spencer, N. C.

Mrs. Childress came to us for a while to get our library in order. The time she spent here she worked hard, and we all think she did a very nice job. Our library is now in order, and we all hope it will be kept that way. Below is a copy of the letter that Mrs. Childress left addressed to Mr. Hines and the boys.

To Mr. Hines and the Boys:

In the haste and necessary confusion of finishing our work this afternoon, I could not very well take leave of you in the sincere and friendly manner which I felt—and so, in this note, I wish to say to all of you, "Thank you". Never, in all my experience, have I known more courteous and complete co-operation than that which has been shown to me here, by the boys, as well as by the teachers.

I have come to regard this school with the highest interest and respect. It is inspiring to me to know the boys and to see them developing into such fine citizens as most of them will be. As I go to my former work, I intend to make the coming school year a more worthy one because, for a few weeks, I have been a fellow-worker here. You have been a help to me, and I'd be very glad to hope that perhaps I have been to you.

My best wishes for your success and happiness.

Julia Childress

A New Hobby

By Joe Mitchell, 5th Grade

The boys that work in the library have been making book-holders with bricks.

We make them like this. First we get a smooth brick and wrap it with newspaper. We then find a nice book-cover and paste it over the newspaper. Then we set them on a shelf until they dry.

Mrs. Childress taught us how to make them, and we enjoy making them very much.

The Cannery

By James Hensley, 8th Grade

Some of the boys have been working in the cannery this month. At the cannery they can beans, tomatoes, peaches, and other things.

In canning beans the beans are washed and put on a table. Then the boys get a can and break the beans. Later the beans are washed and canned. When they are all canned they are put in the store room and later given to the cottages.

The work at the cannery is very interesting.

Mr. Walker has charge of the canning.

Items of Interest

By Thomas Stallings, 8th Grade

The winners in the baseball series are Cottage No. 10 and the Receiving Cottages. These two cottages will play a game next Saturday afternoon to determine the championship.

Last Saturday afternoon the last games of baseball were played here at the School for this season. All of the boys regretted to see the season for this sport pass, but we are looking forward to the next major sport.

Mr. and Mrs. Kiser, of Cottage No. 4, have left on their vacation. During their absence the boys of that cottage have been sent to other cottages.

The name of the show last Thursday night was "Sensations of 1945." This was a United Artist's Release. The boys enjoyed this picture very much.

We regret to report that Mrs. Thomas R. Childress has left the School. During her stay here she served as librarian and taught subjects in the eighth and ninth grades. All of the boys in these grades liked her and were sorry to hear that it was necessary for her to go back to her former work as librarian at Spencer High School. She was unable to see the morning eighth grade before leaving, but she left a nice letter explaining why it was necessary to leave. We hope that Mrs. Childress will be as happy in her work there as she made the boys during her stay at the School.

How I Like My Work at J. T. S.

By Gray Brown, 8th Grade

At Jackson Training School the school work ranks first. Mr. Hines, our principal, is the teacher of the eighth grade in the morning and the teacher of the ninth grade in the afternoon. We all go to school about three hours and a half a day. In the eighth grade we are learning arithmetic. We are reviewing division of fractions. Another subject is English. We are studying more about transi-

tive and intransitive verbs and about the direct object.

I work in the Print Shop. That is an important job at the School. Once a week we print the School's paper, "The Uplift". An important job in the print shop is being a linotype operator. There are two linotypes in the print shop. I have hopes that I will be able to operate one some day before I go home.

Another kind of work in the print shop is the operation of two job presses. On these presses all kinds of difficult jobs are printed.

In the print shop they have a big press, which prints "The Uplift." I like my work in the print shop very much.

Ninth Grade Civics Class

By Thomas Stallings, 8th Grade

Lately in the ninth grade class the boys have been working in civics on a unit entitled "Co-operating in Social Activities." Listed below are some of the sub-headings: (1)"Making the Home Mean More," (2) "Getting the Most Out of School," (3) "Making Use of Religion," (4)"Finding Suitable Recreation," (5) "The Rural Community," (6) "The Urban Community," (7) "The Great Communities," (8) "Communicating with One Another," (9) "Formation and Use of Public Opinion." The boys in the ninth grade seem to take an unusual interest in this subject.

———:———

WITHIN MY BOOKS

Here's a place for me to hide,
Or mount a charger great and ride
To lands where dearest charms abide,
Within my books.

Here I am a fairy queen,
Of regal state and dainty mien
With subjects loyal as are seen
Within my books.

No care or sorrow finds a place,
Of grief there's not the slightest trace,
Nor does depression show his face,
Within my books.

For I have built a castle grand,
And filled it with a noble band
Of blessed folk with friendly hand,
Within my books.

—Grace B. Agate.

HISTORY OF STONEWALL JACKSON TRAINING SCHOOL

By S. G. Hawfield

There is being prepared a history of the Stonewall Jackson Training School Since the School has been in operation over a period of approximately thirty-six years, the preparation of this historical sketch involves a considerable amount of investigation and research. Later on, the history will be published by the North Carolina Historical Commission. Already five chapters or divisions of the School's history have been completed, and the plans are to print these in THE UPLIFT, our local magazine from time to time.

The chapters which are complete are as follows:

Introduction.
Chapter I. Development of the sentiment for a training school in North Carolina.
Chapter II. Legislative enactment creating the Jackson Training School, and subsequent amendments.
Chapter III. Purpose and function of the Jackson Training School, past and present.
Chapter IV. Early beginnings of the institution.
Chapter V. Gifts and bequests.

INTRODUCTION

The Stonewall Jackson Training School, which rates as the State's first and largest correctional institution, was created by a session of the Legislature in the year 1907. The doors of the School were first opened for the reception of boys on January 12, 1909. Since this historical sketch is being written in the year 1945 it means this institution has been functioning in the State for a period of more than 36 years. This interval represents approximately the span of a lifetime, and during this time the institution has filled an important position in the life of the state.

The School was created by the General Assembly in response to the insistent pleas and petitions of numerous religious and civic-minded leaders in the state and at the request of the social and welfare agencies which were functioning at that time. It might be said that the establishment of the institution was a rather slow process and that it was by no means spontaneous or without opposition. In fact, it came into being primarily because there was in the state a courageous and dauntless group of men and women who had a burning desire to give to the unfortunate and underprivileged wayward boys a decent chance in life which they had not had elsewhere.

In a brief historical sketch such as this, it will, of course, be impossible to document all the pleas, the petitions and the arguments that preceded the creation of the institution. Neither will it be possible to document the anxieties, the heartaches, the discouragements and the disappointments that attended its establishment and its meager beginning. Neither will it ever be possible to put into

history all that has transpired in the life of the School. Throughout the intervening years since the doors of the institution were first opened, thousands of wayward boys who, no doubt, were headed for careers of degredation and crime have found their places here at the School and have been trained for useful living in the statte. Because of its outstanding contribution the institution has become inseparably linked with the educational and social welfare programs of the state. It has consistently minstered throughout the years to the stream of fine boys and young men who have found here their first and only chance in life to live in a wholesome environment and be self-respecting individuals. It has been a haven of refuge to boys from broken homes and to many boys who were orphans or who were the victims of poverty, evil environments and parental neglect. Generally the boys themselves have had no control over these unwholesome conditions but have simply been overwhelmed by the forces of an unkind destiny. Many of these boys had their ideals and aspirations for noble living, but they did not have a fair chance.

There is no doubt but that the institution has rendered a conspicuous service to the state. When appraised on the basis of any criterion it ranks high among the social agencies and similar institutions of the state. It is not only the oldest training and correctional institution but it has always been the largest of its kind. When evaluated in terms of statistics alone, its unbroken development has been remarkable. It has an enviable record which apparently has made for it a permanent place in the life of the state.

No one would dare to claim that the institution has been perfect in all aspects of its program throughout the years. It would obviously be unfair to make an appraisal of its value to the youth of the state upon the basis of either its own imperfection or the instances where boys on parole have failed to make good. Sad to say, but it is true that the institution has never had sufficient appropriations with which to employ an adequate number of well-trained workers. It has always been forced to operate too meagerly.

Futhermore, when the boys have gone out on parole they have done so with hopes of succeeding in a big way. It is doubtful if the institution has ever released any boy who did not in his heart of hearts intend to make good. It has not been possible, however, to control their prospective environments, and because the human factors entering into the situation have been so uncertain and so powerful no one could possibly have guaranteed that all would succeed. Suffice it to say that the records show that a vast majority of those who do go out are highly successful.

CHAPTER I

Development of the Sentiment for a Training School in North Carolina.

The establishment of Stonewall Jackson Manual Training and Industrail School was the outgrowth of a state-wide campaign which extended over a number of years. At first there was not only very little

sentiment for such an institution, but in reality there was considerable opposition, primarily because people did not understand the problems involved, nor had they been educated to see the needs for such an institution. The actual establishment of the Training School resulted because there was a persistent effort by those individuals and organizations which were far-sighted enough to see the needs for such an agency in the state.

From time to time those who promoted and endorsed the idea of a training school met with many disappointments, and but for their courageous spirit they would have been thwarted in their efforts. At the time the pioneers in this field were attempting to rouse the interest of the legislators in their project the leaders in state government of that day were following the trend of that time in dealing with those who committed offenses against society. No doubt, their pattern of thought coincided with the prevailing conception of dealing with adult criminals. Throughout the years there had grown the philosophy that if a person, whether as a youth or as an adult, committed an offense he should be punished for this crime and be made to suffer for his misdeeds. The conception of punishment was dominant in the thinking of all those who dealt with these problems. Naturally then, those who sometimes found it necessary to deal with juvenile offenders believed that the wisest thing to do was to see that punishment was properly meted out. The idea of placing these offenders in institutions where they would be given intelligent treatment and where they would have opportunities for adjustment and rehabilitation was very remote in their thinking. They had not had the benefits of present day social welfare programs. They reckoned with this problem in terms of their knowledge of that day.

As time went on, there were in the state numerous instances in which the juvenile offenders were being dealt with in the courts in the same manner that adults were being punished. In fact, the juvenile offenders were sentenced to the same chain gangs and prisons as were the adults, whether they were white or negroes. Little consideration was given to why these youthful offenders committed these crimes. The occurrence of these situations served to arouse those people of the state who were social-minded and who were forward-looking in their philosophies.

It is probably safe to say that the credit for the establishment of the training school for wayward boys must be attributed to a number of organized agencies, the State Board of Public Charities and the King's Daughters. A number of these individuals will be mentioned in this historical sketch, and also the work of the State Board of Public Charities and the work of the King's Daughters. Fortunately, those individuals who did such marvelous work in promoting the establishment of such an institution generally worked in connection with the organizations and agencies already in existence at that time.

While it is possible that the institution may have been established at a later date since the time for such an

agency was ripe in the state, nevertheless in all fairness it must be stated that the school would not have been established when it was had it not been for the indomitable courage and the unwavering determination of certain progressive and social-minded individuals of that time.

Efforts of the State Board of Public Charities

As early as the year 1892 the State Board of Public Charities began with diligence to promote the idea of a reformatory for the youthful offenders of the law. In the minutes of the Board for that year there is found the following quotation: "At the last meeting of the Board the following resolution was adopted: Resolved, that a special committee be adopted to formulate a plan for a Reform or Industrial School for juvenile offenders, to the end that they may be removed from the penitentiary or county jails and subjected to direct reforming impules; also to prepare a statute and memorialize the General Assembly in behalf of such an institution."

The minutes of this same Board in that year indicated that there were 71 persons under 20 years of age in county jails, and also that there were not less than 500 persons in the state under 20 years of age "subject to prison influences, either awaiting trial or undergoing sentence, during the past year ending December 1, 1892."

Again in the year 1896, which was 4 years later, there is recorded in the minutes of this Board the following: "A State Reform School A Necessity—In the course of the discussion which has developed since this Board began 7 years ago to point out our logical need, the public mind has been fully brought to the point of cordial and intelligent support of an institution for the reformation of the young. We believe that the General Assembly in its wisdom will make some provision at least for the more juvenile offenders."

The Board of Public Charities in the succeeding years consistently made strong recommendations for the establishment of a reformatory. Suitable bills for the proposed institution were prepared at various times and introduced in the General Assembly, but despite the earnest effort of the members of this Board the project met with failure year after year.

It is interesting to note that the minutes of the Board of 1905 contain the following: "This Board most earnestly advocates the establishment of an Industrial or Reform School. For 15 years it has brought its recommendation to the General Assembly of the state. Again it urges the need of stretching out the staying hand to prevent the downward course of children. Save these children from the very dust heap of humanity and make women and men of them.

"Popular sentiment is overwhelmingly in favor of an industrial school or reformatory."

Thus, it is seen that the Board of Public Charities for more than 15 years earnestly and consitently promoted the idea of establishing a separate institution in the state for the young offenders of the law. For

them it was a rather slow process but it was an irresistible movement.

It is also quite interesting to note that in the minutes of the Board for the year 1905 the following recommendation is made: "Some plans should be devised to prevent the incarceration of children with adult criminals, and that this should compose a system of caring for only the delinquent children in a reform school."

(To Be Continued)

MY JOB

The Lord laid out a job for me,
But I had too much to do.
I said, "You'd better get somebody else,
Or wait till I get through."

I don't know how the Lord come out,
But it seems He got along,
But I felt kinda sneakin'-like,
'Cause I knowed that I'd done God wrong.

One day I needed the Lord myself,
And I needed Him right away,
But He never answered my prayers at all,
And it seemed I could hear Him say—

"Why, I've got too much to do;
You'd better get somebody else;
You'll have to do without My help,
Or wait till I get through."

But now, when the Lord has a job for me,
That I feels I want to shirk,
I jes' lays all my duties down,
And I does that good Lord's work.

And my affairs run right along,
Or they waits till I get through,
Because nobody else can do the job,
That God has laid out for you.

—Paul Lawrence Dunbar.

WITH THE UNITED STATES ARMED FORCES

The following list includes the names, as they have come to this office, of members of the staff, former staff members, and former students of Stonewall Jackson Training School, who are now serving as members of the armed forces of the United States. It will be seen that four employees went into the service directly from the School campus. The others listed have, in some cases, been away from the institution for quite a number of years, joining the fighting forces several years after severing their connection with the School.

In checking over the list of our old boys, we find that practically one hundred per cent voluntarily enlisted in "Uncle Sam's" service, rather than wait to be called by the selective service system. It is also interesting to note that many of these fellows had been in their country's service several years prior to the Japanese attack on Pearl Harbor, December 7, 1941.

If any of our readers know of former Training School boys who are now in any branch of service, and can furnish definite information as to their present location, please notify the editor of THE UPLIFT, P. O. Box 32, Concord, N. C. We shall appreciate your co-operation.

Staff Members

Brausa, Ralph J. (Navy)
(d) Carriker, J. L. (Army)
Liner, James H. (Army)
Patterson, James L. (Army)
Query, Sgt. James L. (Army)

Former Staff Members

(d) Adams, J. E., Jr. (Navy)
Barrier, Major George L. (Army)
Cleaver, James A. (Navy)
(d) Hollingsworth, Jesse G. (Navy)
Parker, Lt.-Col. Samuel I. (Army)
(d) Poole, William E. (Army)
Wingate, Lt. W. J. (Army Air Corps)
Webb, James H. (Navy)

Former Students

Abernethy, Paul (Navy)
Adams, Clyde (Navy)
Adams, Felix (Army)
Alexander, J. Mack (Army)
Alexander, Robert (Army)
Allen, Burl (Navy)
Allen, Julian Herschel (Navy)
Allen, Grady C. (Navy)
Allen, Wayne (Navy)
Allison, John W. (Navy)
Allred, James R. (Army Air Corps)
Almond, Arnold (Army)
Almond, Odell H. (Navy)
(d) Amos, Gerald (Navy)
Andrews, Julian (Marine Corps)
Andrews, Lewis (Marine Corps)
(‡) Anderson, Raymond (Army)
Ashley, Arthur (Army)
Ashley, Cecil (Navy)
Atkins, Howard L. (Navy)
Atkins, Richard (Army)
Atkinson, Hiram (Navy)
Atwell, Robert (Navy)
Atwood, Earl (Army)

(d) Atwood, Hollie (Army)

Bailiff, Wilson (Navy)
Bailey, Richard (Army)
Baker, Edwin Tew (Army)
Baker, John B. (Navy)
Ballew, Edward J. (Navy)
(§) Ballew, William P. (Army)
Barber, Winfred V. (Army)
Bargesser, James (Navy)
Barker, Jewell (Army Air Corps)
Barkley, Joel (Army)
(d) Barnes, Henry D. (Army)
Barnes, Norton (Army)
Barnhardt, Bert R. (Navy)
Barrett, Allen (Army)
Barrier, Carl (Marine Corps)
Barrier, William T. (Navy)
(d) Bass, Homer (Navy)
Batson, Jack (Navy)
Batten, John E. (Navy)
Bishop, Garrett W. (Army Air Corps)
Baynes, Howard (Army Air Corps)
(Previously served an enlistment period in the Army.)
Beach, Ernest L. (Army)
Beaver, Albert (Army)
Beaver, Grover (Navy)
(d) Beaver, Walter (Army)
Beck, Monte (Army)
(d) Bell, James Lee (Navy)
(*) Bell, James Henry (Navy)
(d) Bell, William C. (Navy)
Bell, William G. (Navy)
Beheler, Reid (Navy)
Benson, John (Navy)
Blackman, William (Army)
(**) Blevins, Walter W (Army)
Bolton, James C. (Army)
Bordeaux, Junior (Army)
Bowen, Homer C. (Army)
Bowles, Theodore A. (Army)
Bowman, Charles (Army)
Branch, Glatley (Army)
Branch, Horace (Army)
(*) Branch, Robert (Army)
Brantley, Elmond A. (Marine Corps)
Bray, Relons Odell (Army)
(d) Breece, Carl (Navy)
Brewer, Clifford (Army)
(*) Brewer, Ernest (Army)
Briggs, Paul (Marine Corps)
Britt, Jennings (Navy)
Broadwell, William (Navy)
(d) Brogden, Norman (Navy)
Brooks, Judge W. (Army)
Broome, Jack (Army)
Broome, Laney B. (Coast Guard)
Broome, Paul (Marine Corps)
Broome, Shannon (Army Air Corps)
Brooks, Roland (Navy)
Brothers, William (Naval Air Corps)
Brown Aldene (Army)
Brown, Elbert M. (Navy)
Brown, Harold (Army)
Bryant, Elbert (Army)
(d) Bunn, Dewey (Navy)
Bunn, Homer (Army)
Burke, Ensign William H. (Navy)
Burkhead, Dermont (Navy)
Burleson, Lacy C. (Navy)
Burrow, John B. (Navy)
(d) Butler, Clifton (Army)
Butler, Femmous (Army
Butler, James D. (Army)
Butner, Roy (Marine Corps)
(d) Byers, Eugene (Navy)

Cable, Nathan (Army Air Corps)
Call, Henry C. (Army)
Campbell, Carlton (Army)
Capps, John T. (Army Air Corps)
Carrol, Joseph (Army)
Carter, Adrian L. (Navy)
Carter, Douglas (Army)
Carter, Fred (Army)
Carver, Gardner (Army)
Castleberry, Fletcher (Army)
Castleberry, Letcher T. (Army)
Causey, Floyd (Army)
(‡) Causey, James D. (Army)
Cecil, Virgil (Army)
Chapman, Charles (Army)
Chapman, Edward (Army)
Chattin, Ben (Army)
Cheek, Granville (Army)
Cherry, Herman (Army)
Cherry, William (Navy)
Christine, Joseph (Navy)
Cline, Wade (Army)
Coats, Clinton (Army)
Cobb, Frank E. (Army)
Coffer, Robert (Army)
Coggins, Mack (Navy)
Collins, Glenn L. (Army)
Connell, Harry (Army)
Connell, James (Navy)
Cook, William (Navy)
Cooke, George C. (Army)
Cooper, Lake (Army)
Cooper, Dewell J. (Navy)
Cooper, Walter (Army)
Corn, James (Army)
Corn, William (Army)
Cowan, Henry W. (Army)

Cox, Howard (Navy)
Cox, J. C. (Marine Corps)
Craft, Arthur (Army)
Crawford, Jack (Navy)
(d) Crawford, John W., Jr. (Army)
(d) Crawford, Louis (Army)
Crawford, Wiley (Army)
(*) Crisp, Albert J. (Army)
Crotts, Charles L. (Navy)
Crumpler, John (Marine Corps)
Cunningham, David C. (Army)
Cunningham, Jesse S. (Navy)

Dalton, James (Army)
Daubenmyer, Nelson (Army)
Davis, Duke (Army)
Davis, Hubert (Navy)
Davis, James (Army)
Deal, Paul (Navy)
Deese, Horace R. (Navy)
Detherage, James (Army)
Douglas, Clarence (Army)
Douglas, James A. (Army)
Dixon, Neely (Navy)
Dodd, Carroll (Army)
Donaldson, Harold (Marine Corps)
Dorsett, Douglas S. (Navy)
Dorsey, W. Wilson (Army)
Downes, George (Army)
Downes, William H. (Army)
Driver, Malcom (Army Air Corps)
Drumm, Glenn (Army)
Dyson, Fred (Navy)

Eaker, Arnold Max (Army)
Earnhardt, Donald P. (Navy)
Edmondson, Arthur (Army)
Edwards, Eugene (Navy)
Eggers, Edward R. (Army)
Elders, James R. (Marine Corps)
Elliott, John (Army)
Elmore, A. C. (Marine Corps)
Ennis, James C. (Navy)
Ennis, Henry (Marine Corps)
Ennis, Noah (Navy)
Ennis, Samuel (Army)
Estes, William T. (Army)
Eury, James (Army Air Corps)
Evans, John H. (Army)
Evans, Mack (Army)
Everett, Carl (Army)
Everett, Samuel (Marine Corps)
Everidge, Samuel (Navy)

Fagg, Julius, Jr. (Army)
Faggart, John (Marine Corps)
(Enlisted 1929. Made Warrant Officer by Act of Congress, 1941.)
Fanslar, Hubert J. (Army)
Farthing, Audie (Navy)
Faschnat, Mose (Navy)
Fausnet, Bernard L. (Army)
Ferris, Russell (Army)
Fisher, Edward (Army)
Fisher, John H. (Army)
Flannery, John (Army)
Fralix, Howard B. (Army)
(d) Freeman, Richard (Army)
French, Ian (Army)
Furches, William (Marine Corps)

Gaddy, William (Navy)
Gaddy, George (Navy)
Gaines, Robert (Navy)
Gardner, Horace T. (Army)
Gardner, John (Navy)
Gatlin, Britt C. (Army)
Gautier, Marvin (Army)
Gentry, William (Navy)
Gibson, George (Army)
Gibson, Merritt (Army)
Glasgow, Mumford (Army)
Glasgow, Norwood (Navy)
Glasgow, Ramsey (Army Air Corps)
(Served in Marine Corps, 1929-1933. Member China Expeditionary Force, '29-'32.)
Glover, Henry (Marine Corps)
Godfrey, Warren (Army)
Godwin, John T. (Navy)
Godwin, Paul D. (Army Air Corps)
Goodman, Albert (Army)
Goodman, George (Army)
(d) Gouge, Jeff (Navy)
Gore, Chauncey (Navy)
Gray, Delma C. (Navy)
Green, Eugene (Army)
Green, John (Army)
Greene, Giles E. (Army)
Greene, Noah J. (Navy)
Gregory, Charles J. (Army)
Gregory, Roy (Army)
(d) Griffin, Charles (Army)
Griffin, James H. (Marine Corps)
Griffin, William (Army)
Grimes, Lawrence E. (Army)
Grooms, J. B. (Army Air Corps)
Guffey, Lawrence (Army)

Hackler, Raymond (Army)
Hall, Brevard A. (Army)
Hall, Frank (Army)
(§) Hall, Eddie Lee (Army)
Hall, Sidney (Army)
Hames, Albert (Navy)
Hames, William R. (Army)
Hamilton, Jack (Navy)
Hamilton, Columbus (Army)
Hamilton, Leo (Navy)

Hampton, Robert (Navy)
(*) Hancock, James W. (Army)
(*) Haney, Jack (Marine Corps)
(**) Hardin, Edward (Navy)
Hardin, Wilbur (Navy)
(d) Hare, James M. (Army)
Harper, Robert B. (Army)
Harris, Brown (Navy)
Harris, Edgar (Army)
Harris, Ralph (Navy)
Hartsell, Marshall F. (Navy)
Hawkins, Bruce (Navy)
Hawkins, William T. (Navy)
Head, Elbert (Army)
(d) Heath, Beamon (Navy)
Hefner, Charles (Army)
Hefner, Eugene (Navy)
Helms, Roy (Army)
Hensley, David (Army)
(d) Hensley, Frank C. (Army)
Hensley, J. B. (Navy)
Hendren, Isaac (Navy)
Hendrix, John (Army)
Henry, Charlton (Navy)
Hicks, Garland (Army)
Hicks, Odie (Marine Corps)
Higgins, Arthur (Army)
Hildreth, John (Army)
Hill, Doyce (Army)
(d) Hill, Urban (Army)
(d) Hill, William (Army)
Hines, Hubert (Army)
(d) Hines, Woodrow (Army)
Hodge, David (Army)
Hodge, Dallas (Army Air Corps)
Hogan, Gilbert (Army)
Hogsed, John R. (Army)
Hoke, Bernice (Navy)
Holland, Burman (Army)
Holland, Donald (Army)
Hollars, Ralph (Army)
Holloway, Hubert (Army)
Holmes, John (Army)
Holt, Archie (Army)
Honeycutt, Richard (Navy)
Hooks, Hubert (Army)
Hornsby, Thomas H. (Navy)
Honeycutt, Nathaniel (Army)
Honeycutt, Richard (Navy)
Howard, Jack (Navy)
Howard, Marvin (Navy)
Hoyle, James C. (Army)
Hudson, Hoyette (Army Air Corps)
Hulan, Norman (Navy)
(Previously served an enlistment period in the Army.)

Ingram, John E. (Navy)
Irby, Earl (Army)
Irwin, Raymond (Army Air Corps)

(*) Jackson, Edgar (Marine Corps)
Jackson, William (Navy)
Jenkins, Fred (Navy)
Johnson, Clawson (Army)
Johnson, Coley (Navy)
Johnson, Edward (Navy)
Johnson, Hugh (Navy)
Jolly, James D. (Navy)
(d) Jones, Mark T. (Navy)
Jones, S. E. (Marine Corps)
Jordan, James E. (Army)
Journigan, Horace (Navy)

Keen, Clinton (Army)
Keenan, John G. (Army)
Keith, Monroe (Army)
Keith, Robert (Navy)
(§) Kellam, James (Navy)
Kelly, Grady (Army Air Corps)
Kelly, Jesse (Army)
King, Cleo (Army Air Corps)
King, Frank L. (Army)
King, Jesse (Navy)
King, Marvin (Navy)
King, Thomas (Army Air Corps)
Kinder, Marius (Army)
(d) Kinley, Robert L. (Marine Corps)
Kirksey, Samuel (Navy)
(d) Kivett, Clyde A. (Army)
Kivett, John (Army)
Kluttz, Harding (Army)
(§) Knight, Thomas (AAF)
Knight, Thurman (Army)
Knight, William S. (Army)
Koontz, J. Milton (Army)
Kye, George (Army)
Kye, James (Army)

(‡) Lamar, A. C., Jr. (Army)
Land, Reuben (Army)
Land, Wilfred (Marine Corps)
Landrum, Luther H. (Army)
(d) Lane, Floyd C. (Marine Corps)
Lane, James E. (Navy)
Langford, Olin (Army)
Langley, William (Army)
Lanning, William (Army)
Laramore, Ray (Army)
Lawrence, Robert (Marine Corps)
Leagon, Harry (Army)
Ledford, Harvey L. (Army)
Ledford, James (Marine Corps)
(*) Lemly, Jack (Army)
Lee, Valton (Army)
Lett, Frank (Army)

Lewallan, Paul R. (Army)
Link, Bruce (Navy)
Long, Joseph H. (Army)
Long, Loyce (Army)
Long, Stacey L. (Army)

Mabe, McCree (Army)
Martin, Willie H. (Army Air Corps)
Mathis, D. B. (Jack) (Marine Corps)
(*) Matthews, Douglas (Army)
Matthews, Harley P (Navy)
Maddox, Walter A. (Army)
May, Fred (Navy)
May, George O. (Army)
Mayberry, Douglas J. (Army)
(d) Medlin, Clarence N. (Army)
Medlin, Ervin J. (Army)
Medlin, Wade (Navy)
Medlin, Wilson W. (Army)
Meeks, William L. (Navy)
Merritt, Edgar (Army)
(Previously served an enlistment period in the Army.)
Merritt, Julian (Army)
Michaels, J. C. (Navy)
Miller, Latha (Navy)
Montford, James B. (Army
Montgomery, Samuel (Navy)
Mooney, Manfred (Navy)
Moose, Claude L. (Marine Corps)
Morris, Everett (Navy)
Morris, Jack (Army)
Morrow, Chas. W. (Army Air Corps)
Morrozoff, Ivan (Army Air Corps)
Morgan, William S. (Navy)
(**) Munday, Craig (Navy)
Murphy, Lemuel (Army)
Murphy, Norvelle (Navy)
Murray, Edward J. (Army)
Muse, Robert (Navy)
Myrick, Julian E. (Army)

McBride, Irvin (Army Air Corps)
McBride, J. Lee (Navy)
McCain, Edward G. (Navy)
(d) McCarter, Thomas (Navy)
McColl, Vollie O. (Navy)
McCollum, Gerald (Navy)
McCoy, Hubert (Army)
McDonald, Ralph B. (Navy)
McEntire, Forrest (Marine Corps)
McEntire, John (Navy)
McFee, Donald M. (Army Air Corps)
McGee, Norman (Army)
McHone, Arnold (Navy)
McKay, John C. (Marine Corps)
(d) McKee, Thomas R. (Army)
(Enlisted 1937)
McNeely, Robert (Army)
(Enlisted 1933)

McNeill, Preston (Army Air Corps)
McPhail, Daniel E. (Navy)
McPherson, Arthur (Navy)
McRorie, J. W. (Navy)

(d) New, William (Army)
Newsome, Percy, (Army)
Newton, Willard M. (Army)

(‡) Odum, David (Army)
Owen, Fred, Jr. (Marine Corps)
(d) Owen, Howard (Army)
Owens, Blake C. (Army)
Owens. Leroy (Army)
Owens, Norman (Army)
Oxendine. Earl (Navy)

Padrick, William (Navy)
Page, James (Army)
Parker, Albert B. (Army)
Parker, Richard (Navy)
Pate, Hansel (Army)
Patterson, James (Navy)
Patterson, Joseph (Navy)
Patton, Richard (Navy)
Payne, Joy (Army)
Peake, Harry (Marine Corps)
Pearson, Charles R. (Navy)
Pearson, Flay (Army)
(d) Peeden, Wm. (Marine Corps)
Peninger, William O. (Navy)
Pennington, Grady (Army)
Pettus, Lloyd C. (Marine Corps)
Pickett, Claudius (Army)
(§) Pickerel, Clyde (Army)
Pittman, Hoyle (Navy)
(d) Pittman, Ted (Marine Corps)
Pittman, Walter (Army)
(**) Plemmons, Hubert (Army)
Poole, Thelbert G. (Tooney) (Army)
Pope. H. C. (Army)
Porter, Frank J. (Army)
Potter, Linwood (Army)
(d) Powell, Wilson (Marine Corps)
Presnell, Robert (Army)
Price, Elbert (Army)
Pyatt, Jack (Marine Corps)

Quick. James (Navy)
Quick, Robert (Army)
Quick. Simon (Navy)
Ramsey, Amos (Army)
(Previously served an enlistment period in the Army.)
Ransom, B. T. (Navy)
Rash, Burris (Army)
Reavis, James (Army)
(d) Reep, John (Navy)
Revels, Grover (Navy)

Reynolds, D. C. (Navy)
Riggs, Walter (Navy)
Rivenbark William W. (Army)
(Served in Marine Corps, 1933-1938.)
Rhodes, Paul (Army)
Robbins, John (Navy)
Rogers, Hoyt W. (Army Air Corps)
Roberts, Lonnie (Navy)
Robertson, John C. (Army)
Robinson, Leonard (Marine Corps)
Robinson, Perry (Army Air Corps)
Rochester, Nicholas (Navy)
Rogers, Eulice (Army)
Routh, Walter (Army Air Corps)
Russ, James P. (Army)

Sands, Thomas (Navy)
Scism, Arlee (Navy)
Seibert, Fred (Army)
Sentell, Clyde (Army)
(*) Sexton, Walter B. (Army)
Seymore, Malcom E. (Navy)
Scott, Archie (Army)
Shannon, William L. (Navy)
Shaver, George H. (Navy)
Shaw, Howard C. (Army)
Shoffner, Carl D. (Army)
Shropshire, Hassell (Army)
Shropshire, Robert (Navy)
Sides, George D. (Navy)
Simmons, Horace K. (Navy)
Singleton, James L. (Navy)
Sistar, Walter B. (Army)
Sloan, Lonnie (Army)
Sluder, Wayne (Army)
Small, Clyde E. (Army)
Smith, Jesse (Navy)
Smith, Julius D. (Navy)
Smith, Oscar (Army)
Smith, Ventry (Navy)
Snider, Samuel (Navy)
Snuggs, Charles L. (Navy)
Spears, James (Navy)
Speer, Carl (Navy)
Springer, Jack (Army)
Sprinkle, Raymond (Army)
Stack, Porter (Army)
Stallings, William (Navy)
Stanley, Brown (Coast Artillery)
Stepp, James H. (Navy)
Stepp, Ralph (Army)
Stines, Loy (Navy)
Stinson, Leonard (Army)
Stinson, Lewis (Army)
Strickland, Earthie L. (Army)
Strickland, Robert W. (Army)
Stubbs, Ben (Army)
Suite, Wilburn O. (Navy)

Sullivan, Richard (Army)
Sutherland, Jack (Navy)
Sutton, J. P. (Army)

Talbert, Morris (Navy)
Talbert, O. D. (Army)
Talbert, Steve (Army)
(d) Talley, Lytt G. (Army)
(x) Taylor, Daniel (Army)
Tessneer, Calvin C. (Navy)
Teeter, Robert E. (Army)
Thomas, Harold (Navy)
Thomas, Hilliard (Army)
Thomas, Richard (Army)
Threatt, Sidi (Army Air Corps)
Tipton, Kenneth (Navy)
Tobar, William (Army)
Tolley, John R. (Navy)
Troy, Robert (Army)
Tuck, Julian (Army)
Tuck, Lester (Marine Corps)
Tucker, Joseph (Army)
Tucker, Lee A. (Army)
Turner, Lee V. (Navy)
Tyson, William E. (Navy)

Uptegrove, John W. C. (Army)

Waldrop, Ned (Army)
Walker, Frank (Navy)
Walker, Glenn (Army)
Walker, Oakley (Army)
Walker, Robert (Army)
(d) Wallace, Lester B. (Navy)
Walsh, Harold (Army)
Walters, Melvin (Army)
Ward, Eldridge (Army)
Ward, Hazen (Army)
Ward, Leo (Army Air Corps)
Ward, Robert (Army)
(Enlisted 1928)
Ware, Dewey (Army)
Ware, Torrence (Navy)
Watkins, Floyd A. (Army)
Watkins, Lee (Army)
Watson, Lieut. Lemuel (Army)
Watts, Everett (Navy)
Watts, James (Navy)
(*) Watts, John (Army)
Watts, Boyce (Army)
Weaden, Clarence (Army)
Weathers, Alexander, Jr. (Army)
Webb, Charles R. (Army)
Webster, John D. (Army)
(d) Whitaker, John H. (Navy)
(*) Whitaker, William E. (Army)
White, Marshall (Coast Artillery)
(x) Whitener, Richard M. (Army)
Whitley, John P. (Navy)

Whitlock, Winfred (Army)
Whitten, Thomas M. (Army)
Widener, Charles (Navy)
Wiggins, Jerome (Army)
Wilcox, Glenn (Navy)
(d) Wiles, John D. (Army)
Wiles, Fred (Army)
(Enlisted 1927)
Wilhite, Claude (Army)
Wilhite, George (Army)
Wilhite, James (Army)
Wilhite, Porter (Army)
(d) Williams, Everett (Army)
Williams, Judge Frank (Army)
(d) Williams, Louis (Navy)
Williams, Samuel R. (Navy)
Williams, William R. (Navy)
Williamson, Everett (Navy)
Wilson, John C. (Army)
Wilson, J. C. (Jack) (Army)
Wilson, Kenneth (Navy)
Wilson, Odell (Army)
Wilson, Thomas (Navy)
(*) Wilson, William J. (Army)
(d) Winkler, H. A. (Marine Corps)
Winn, J. Harvard (Navy)
Wood, James L. (Army)
Wood, William T. (Navy)
Woody, Thomas E. (Army)
Wooten, Charles (Navy)
(*) Wrenn, Lloyd M. (Army)
(‡) Wright, George (Army)
Yarborough, Preston (Army)
York, John R. (Army)
(**) Young, Brooks (Army)
Young, R. L. (Marine Corps)
Young, William F. (Army)
(d) Young, William R. (Army)

Ziegler, Henry F. (Navy)

Former Students in Merchant Marine Service

Earnhardt, Donald P.
Hammond, Edward
Hill, Caleb
Hillard, Clyde
Lambert, Jay
Mason, James L.
Smith, Glenn W.
Starnes, Rodney
Stutts, Edward
Williams, Horace
Woodard, Arthur B.

(‡) Prisoner of war.
(§) Missing in action.
(*) Killed in action, or died from wounds received in action.
(**) Died while in service.
(x) Died while being held prisoner.
(d) Discharged from active service.

ATOMIC BOMB OBTAINS FORCE SAME AS SUN

(The Mooresville Enterprise)

President Truman's statement that the atomic bomb is made of force from which the sun draws its power explains the principle of this new explosive says Howard W. Blakeslee, writing in the Christian Science Monitor.

The sun's power is the sun's heat. For years natural scientists have known that this heat could not come from ordinary fire like any known on the earth's face. The sun just was not big enough to have lasted the billions if years during which, there is plenty of evidence, it has been burning at the present rate.

In ordinary fire, molecules of wood, coal or whatever else is blazing, separate. As they come apart, the energy which held them together is released in the form of heat, light, and other rays, like X-rays. Even a hot fire gives off a bit of X-rays.

The sun burns not by separation of molecules but by two much more intensely hot methods. One is the atom separation—atoms that form molecules, separating from each other. This kind of separation releases incredibly greater amounts of heat and energy than molecule separations.

But an even greater source of sun power is the fact that the atoms themselves come apart to some extent. These atoms are made of electrons, protons, and other electrical and non electrical particles. Electrons and other particles fly off the atoms. This kind of separation releases even greater energies (including heat and other sorts of rays) than the separation of atoms from each other.

Not all these interatomic forces are yet even known. Some are so powerful that they have only been guessed at. The popular phrase, smashing the atom, describes this sort of atomic disintergration where the atom itself flies apart.

For many years natural scientists have been able to disintegrate atoms in laboratories. There were no explosions, because billions of atoms would have to go off at one time, even to equal a firecracker. The reason is that atoms are so exceedingly tiny.

It has been clear to natural scientists for nearly half a century that if they could get enough atoms in a piece of solid matter, or even gas, the size of a pea, to break up all at once, the explosion would be terrible.

President Truman's announcement gives us no clue to the method of producing the atomic bomb. The steps, which were sensational just before the war, and which were given worldwide publicity then, are still strictly censored, even though the information is available in public records.

His statement does give one clue, which is in line with what natural scientists expected. This is that there are useful possibilities in the atomic power as well as destruction. What will explode will also burn, more slowly, to give heat for making steam or electricity.

The atomic bomb hunt started right after the war got under way when a

Jewish woman, Lise Meitner calculated that something which had puzzled scientists for 10 years was really an explosion of atoms of one of the kinds of the metal uranium.

Within two weeks after she published this calculation the great physics laboratories in the United States, England and Germany had verified her prediction. She was banished from Germany shortly afterward, but Hitler put all available physicists at work on atomic bombs and atomic power at the Kaiser Wilhelm Institute, Berlin.

What the natural scientists found was that a rare form of uranium, known as 235, when bombarded with low electrical energy (in the form of neutron rays) would react by splitting some of its atoms almost squarely in two.

Up to that time no atom had ever been really smashed. A few electrons or other particles had been forced out by the smashing rays used, which might be X-rays or rays made of atomic particles.

When uranium atoms split in two, as the German woman predicted, a whole new world opened for atomic power. The energy released by an atom breaking in two was thousands of times greater than the energy when just a few pieces were chipped off.

This new situation started the United States and Britain on a hunt for atomic power and atomic bombs, and even before the United States entered the war, all this atomic work was placed under censorship. Since then not a single development has been published, until last week's bomb announcement.

CAN ANY ONE DOUBT?

Can any one look at the morning sun
As it lightens the purple east,
With majesty surpassing far
Any monarch arrayed for a feast,
Or watching at night as it sinks to rest
In the beautiful western sky,
Have a doubt that God in His might
Is reigning supremely on high?

Can anyone look at a lily or rose,
Or the tint of a butterfly's wing
And think that aught but a power divine,
Could form such an exquisite thing?
Can any one look on this glorious world,
Or the azure sky above,
And doubt the Creator of heaven and earth
And His infinite wealth of love?

—Ralph S. Woodworth.

CHURCH AND SCHOOL GO TOGETHER

(Florida Baptist Witness)

My father's mill sawed the lumber for the Strayhorn Baptist Church and school house. The teacher of this school was Professor Swept Clayton, the grandfather of the present Will Clayton in the President's Cabinet.

He was a great man in his day and in his country. The professor was tall, erect, with blue eyes, light hair, and he wore a mustache. He was strong, robust and active. Teaching was his religion. He said God had called him to teach. I do not know of his educational qualification. He was smart and ahead of his day and generation. His students respected his size and admired his ability. He could wield a stinging switch when necessary, being a strict disciplinarian. He taught English, Arithmetic, Algebra, and Geography. We used McGuffey's Reader, Webster's "Blue Back Spellers," and Wentworth Algebra.

He always opened school with his religious services—if you were late you had to stay in at recess and read a given chapter in the Bible. He not only read the Bible but expounded its meaning and lectured his students on righteousness, good behaviour and right living. He said many times, "There is nothing greater than a gentleman nor finer than a lady." The students looked on him as the personification of what he taught. He was a man of prayer and a hard worker full of zeal. He and my father worked side by side in church and school and community building—they were two of a kind. Both were deacons in the Strayhorn Baptist Church. Professor Clayton was neat, clean and precise. His handwriting was almost perfect. He said "Do not write so people may understand, write so they must."

He had a good but small farm and taught his neighbors how to farm. He urged them to diversify crops and not to be slaves to cotton. "Plant fruit trees, raise cattle, grow vegetables and eat of your own crib and smoke house. There is more money in a mule colt than in a bale of cotton."

He had a large family—he decided to have something else around his house besides the yard fence. I was in love with Lillie although she was older. She helped him in school. He made his children "toe the mark" for he said, "You are my demonstrations." They were devoted to their father. He was not only a good father, but a good citizen, a helpful neighbor, a devout church member and a Christian gentleman. He taught me in the most crucial period of a boy's life.

One day he "balled me out." On Friday's we had to "say a piece"—I got up, knees trembling, mouth dry, speech frozen and made a profound bow and sang out—

> Hit the nail aright boys
> Hit it on the head,
> Hit with all your might boys
> While the iron is red.

He said "That motto is false, you follow that principle and you never will accomplish anything in life. You are not, you must be that kind of character. I am expecting something of you but you will not succeed sitting around waiting for the iron to get red.

You make it red by hitting it. Do not wait for opportunities, make opportunities. Make your own way. Fight your own battles. Be alert, be bold, be aggressive and unafraid. If your knees tremble slap them (and he demonstrated) and say "you are my knees, stand up straight"—work hard —85 per cent of success is work—success is not inspiration but perspiration. Be progressive, lead out, some know no more about progress than a tree does about walking."

He inspired boys and young men. They came from a distance to be in his school. Some rode mules and some rode horses. The two Williams boys came in a buggy. His school was the livest place for the whole country. The Farmers' Alliance met there. The community had beautiful Christmas trees. One Christmas I helped deliver the presents.

Once upon a time I carried my sweetheart there for a picnic. It was a great occasion—"They had lemonade stirred with a spade in the shade." I had on a "store bought" suit of clothes. I have never been more dressed up. My father had bought a new buggy and harness. We had a beautiful horse named Zula. It was awfully nice of my mother to stay at home so I could have the buggy. My father and Professor Clayton made speeches on "The Farmers Alliance." That was the beginning of the awakening of better farming in that country. All gatherings of public interest met in Professor Clayton's school house. Once there was a singing school taught there. The text book was the Sacred Heart song book. The Do Re Me system in shape notes was taught. The seats were benches made of rough lumber. There were blackboards, charts and maps on the wall. The boys sat on the east side and the girls on the west. There was a north and south line in the play grounds and woe betide the one who crossed that line. No courting in this school.

It was not a public school. This was in the day before the word "public" got before the word "school". It was a subscription school but not called that. It was a community affair. In other words, it was Professor Swept Clayton's school. He was like the preachers of that day who made their own living while they preached to others. He was not making a living out of teaching. He was making men and women to serve God and humanity. Every teacher I ever had either lived on a small salary or no salary. They did not look so well but none of them went hungry. Their character, consecration and self sacrifice spoke volumes. They started streams of influence with ever widening blessings until they reached the oceans of eternity. This nation owes a debt of gratitude to these noble men of yesteryear.

———:———

We make a living by what we get, but we make a life by what we give.

COTTAGE HONOR ROLL

Week Ending August 26, 1945

RECEIVING COTTAGE
(No Honor Roll)

COTTAGE No. 1
J. C. Alley
Hubert Black
Carl Church
Paul Church
George Cox
Robert Cannady
Horace Collins
Worth Craven
Carl Davis
Calvin Davis
William Doss
Thomas Everheart
Raymond Harding
Edward Hambrick
James Hensley
Franklin Hensley
Robert Holbert
John Linville

COTTAGE No. 2
John Allen
Louie Ashe
Walter Byrd
Donald Kirk
Chester Lee
Howard Manus
Barney Mills
John McLean
James Norton
Knox Norton
Billy Phillips
Hayes Powell
James Snead

COTTAGE No. 3
Charles Allen
James Arrowood
Eugene Bowers
Craven Callihan
Joseph Case
Joseph Duncan
Talmadge Duncan
Charles Earp
Lindsay Elder
James Graham
Earl Greene
Robert Helms
Emory King
Robert Lee
Lawrence Littlejohn
Jack Oliver
Bobby Peavy
Lloyd Perdue
Donald Redwine
Clifton Rhodes
Thomas Staley
Kenneth Staley
William Ussery
Clyde Wright

COTTAGE No. 4
Leonard Bradley
Paul Carpenter
Charles Carter
John Fine
James Hill
Roy Miller
Bill Meadows
Wesley Turner

COTTAGE No. 5
Sterling Farrow
Patrick Ford
Earl Hoyle
Raymond Pruitt
Thomas Sessions
Westley Turner
Robert Wilkins

COTTAGE No. 6
Coy Creakman
J. C. Cayton
Thomas Childress
Keith Futch
Earl Gilmore
William Hawkins
George Jones
Nolan Morrison
Jerry Oakes
Leroy Wilkins
James Walters

COTTAGE No. 7
Robert Bradbury
David Brooks
Joseph Mitchell
Eugene Murphy
Edward McCall

Jerry Peavy
Jack Phillips
Hubert Pritchard

COTTAGE No. 8
(Cottage Closed)

COTTAGE No. 9
(No Honor Roll)

COTTAGE No. 10
William Burnett
Ernest Bullard
Raymond Byrd
Jesse Black
Thomas Cottrell
Forrest Cowan
Robert Hamm
James Hensley
Eugene King
William Lane
Charles Lyda
Leonard McAdams
J. C. Michael
Jesse Parker
Ray Taylor
Jack Williams

COTTAGE No. 11
Charles Alexander
Donald Bowden
Earl Brigman
Robert Elder
Elmer Heath
Thomas Hyder
David Isenhour
Lee Lockerby
Arlon McLean
Kenneth McLean
James Phillips
Robert Phillips
Martin Walters

COTTAGE No. 12
(Cottage Closed)

COTTAGE No. 13
William Andrews
Earl Allen
Fred Boston
William Black

COTTAGE No. 14
Clyde Bustle
Howard Hall
Howard Holder
William Lerschell
Grover Shuler
William Arrinton
James Parker

COTTAGE No. 15
George Brown
Houston Berry
Harold Bates
William Best
William Correll
William Caldwell
Bobby Flinchum
Alvin Fox
John Green
Jack Green
Marcus Hefner
R. V. Hutchinson
Kenneth Hankins
Robert Holland
Harold Herman
James Johnson
Marshall Lamb
Gordon McHan
Zeb Presson
Hilton Reed
Robert Rivenbark
Carl Ransom
Bobby Roberts
Bobby Summersett
Dewey Smith
Charles Stevens
Coy Wilcox

INDIAN COTTAGE
Thomas Chavis
Allen Hammond
Harvey Jacobs
Morrison Jacobs
Clyde Lochlear
Carl Lochlear

INFIRMARY
William Brooks
George Guyton
Norman Hentschell
Bruce Sawyer

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There is a vast difference between a desire to do a thing and a dogged determination to do it.

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THE UPLIFT

VOL. XXXIII CONCORD, N. C., SEPTEMBER 8, 1945 No. 36

THE REAL GUIDE

You may bring to your office and put in a frame
A motto as fine as its paint;
But if you're a crook when playing the game,
That motto won't make you a saint.

If the motto says "Smile" and you carry a frown,
"Do it now," and you linger and wait;
If the motto says "Help" and you trample men down;
If the motto says "Love" and you hate.

You won't get away with the motto you stall,
For truth will come forth with a bounce—
It isn't the motto that hangs on the wall,
But the motto you live which counts.

—Selected.

Published Weekly By
THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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The Uplift

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Published By

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

THE VICTORY WHICH IS PEACE

When navies are forgotten
And fleets are useless things,
When the dove shall warm her bosom
Beneath the eagle's wings;

When the memory of battles
At last is strange and old,
When nations have one banner
And creeds have found one fold;

When the Hand that sprinkles midnight
With its dust of powdered suns
Has hushed this tiny tumult
Of sects, and swords, and guns,

Then hate's last note of discord
In all God's world shall cease
In the conquest which is service,
In the victory which is peace.

—Frederick Lawrence Knowles.

MRS. HOWARD G. ETHERIDGE AND DR. W. MARVIN SCRUGGS WELCOMED AS MEMBERS OF OUR EXECUTIVE COMMITTEE

On September 5th, the Executive Committee of the Jackson Training School, representing the unified State Board of Correction and Training, held its first meeting of the new fiscal year at the School. Mr. J. J. Barnhardt, who has served on this committee for two years, is continuing in this capacity. We were particularly delighted to have the two new members of the Committee at the School, and we shall look forward with pleasure to this more intimate association with them. There will be numerous opportunities in the days ahead

for these two outstanding state leaders to make their contribution to the progress of this institution.

Naturally, we shall hope that they will learn all they can about the institution in order that they may more zealously and intelligently promote the work here and support the needs of the institution as they arise from time to time. Naturally, we hope they will have a rather special interest in the work of this institution, since they have this more definite responsibility.

Mrs. Etheridge is recognized throughout the state as being a capable person who has demonstrated her interest in civic and educational activities. She is a past president of the North Carolina Federation of Women's Clubs, and she is still one of the outstanding leaders in this state organization. In this connection it might be said that this organization has from the very beginning manifested an abiding interest in the progress and welfare of this institution. At the present time Mrs. Etheridge, through this organization, is devising a plan to have all the boys and girls in the state institutions remembered on their birthdays with a gift and a birthday card. We feel confident Mrs. Etheridge will make an excellent member of our Executive Committee and that she will be one of the most regular attenders at the Committee meetings.

Dr. Scruggs is an outstanding surgeon in the city of Charlotte. He has a keen interest in the social and welfare program of the state. We are sure he will always manifest a deep interest in the welfare of this institution, and we shall rely on his fine qualities of leadership.

Mr. J. J. Barnhardt was elected to continue as Chairman of our Executive Committee. We think this was a very appropriate and happy selection, and we take this opportunity to extend to him our sincere appreciation for his previous efforts in behalf of the institution, and we are delighted to have him continue to serve in his official capacity. His services have been of inestimable value to us.

In the discussions of the Executive Committee, there was considerable emphasis given to the expansion of the refrigeration facilities at the School. The Cabarrus County Grand Jury and Judge Frank Armstrong have added their hearty endorsement of this project, and we are hopeful that within this current year it will be possible

for us to enlarge our facilities by at least 3,000 cubic feet, and that through this project we shall be better able to care for our vegetables, fruits and meats.

Another item of permanent needs which received great emphasis was the proposed additions to some of our present buildings. These additions include the following: additions to fifteen cottages, addition to the school building, addition to the Trades Building, and installation of the heating unit plants for each of the fifteen cottages now heated with stoves.

Since the war has ended, there will, at an early date, come a time when building materials and probably federal public works funds will be made available for improvement of state institutions such as this. When the opportunity arrives it is hoped that we shall be able to make these greatly needed improvements.

It was reported to the Executive Committee that the school population, has, during the quarter, remained near the 400 mark. However, the school in recent days has been releasing a good many boys who have made good records and who may return to their homes to enter the public schools at the beginning of their terms. In a sense, we regret to see these fine boys leave us because they have meant much to our school, but we extend to them our best wishes.

* * * * * * * *

THE AMERICAN FORCES TRIUMPH OVER JAPAN

Once again the armed forces of the United States have been victorious over the forces of a mighty enemy. The arrogant military forces of the Japanese empire have bowed before their conquerors. When they admitted defeat it was in the face of the fact that they boasted they had never lost a war. Through the press and over the radio, the achievement of victory and the signing of peace documents have been heralded to the uttermost parts of the earth, and today the world is breathing a sigh of relief because the devastations of warfare have come to an end.

One of the outstanding features of the cermonies which marked the end of this bloodiest war of all times was that there was in it all a deep spirit of reverence and apparent recognition of the fact

that the forces of righteousness have prevailed over the forces of evil.

General Douglas MacArthur, in his address, used these words: "As I look back on the long, tortuous trail from those grim days of Bataan and Corregidor, when an entire world lived in fear; when democracy was on the defensive everywhere, when modern civilization trembled in the balance, I thank a merciful God that He has given us the faith, the courage, and the power from which to mould victory."

President Truman, in his address following the surrender of Japan used these words: "To all of us there comes first a sense of gratitude to Almighty God, Who assisted us and our Allies in the dark days of grave danger, Who made us to grow from weakness into the strongest fighting force in history, and Who now has seen us overcome the forces of tyranny that sought to destroy His civilization."

In the dark days of 1939 when the destiny of the British Empire was hanging in the balance on a slender thread, the King used these significant words: "And I said to the man who stood at the gate of the New Year: 'Give me a light that I may tread safely into the unknown,' and he replied, 'Go out into the darkness and put your hand into the hand of God; that will be to you better than light and safer than a known way.' "

Thus we see that the great leaders of the Allied forces have had a deep feeling that the cause of the Allied forces was definitely linked with the forces of righteousness, and it is to our everlasting credit that our own leaders have been willing to recognize that the day of victory would come only with God's help.

It has been tragic indeed that this great global war was thrust upon the peace loving nations of the world. Yet, as we contemplate the course of events, it seems now that there was no other alternative. The greedy and aggressive Japanese nation, completely under the domination of a military clique, had become a festering sore upon civilization. It had become an unreasonable and uncontrollable force which had to be destroyed before there could be decency and peace in the world. The trends in the Orient indicated that the civilization of the world was destined to be completely destroyed

unless the democracies of the world should be able to muster the courage to face the enemy head on, and this they did.

America now has the sense of satisfaction of knowing that while in a sense our soldiers fought in defense of our own borders, our homes, our liberty and our American way of life, most of all they have fought in defense of the weak and defenseless and down-trodden nations of the earth. They have met and conquered the wicked and arrogant forces of tyranny, paganism and barbarism.

An editorial in The Charlotte Observer on September 3rd, clearly expressed the sentiments of the hour in these words:

> It has been a long, hard, costly road for America to travel from the unforgettable "day of infamy" at Pearl Harbor to the hour of the enemy's surrender in his own sacred waters.
>
> For nearly four years it has continued. At incalculable cost it has been waged. At the price of unutterable agonies of human suffering and heavy loss of human life, it has come to triumphant end, with victory won on the uncompromised terms dictated by the conquering powers.
>
> Japan's military power, once the dread and scourge of the civilized world, is blasted into impotence.
>
> Its third greatest fleet of modern times lies on the floors of the seas it sailed.
>
> An army it had been building and equipping for a quarter of a century with which to achieve its evil design of world conquest has been made captive.

President Truman, in his message to the nation, aptly expressed the thought in these words: "This is a victory of more than arms or lives. This is a victory of liberty over tyranny." As we participate now in the joys of victory and as we anticipate the happy days of peace ahead, we first of all express our gratitude to the heroic boys who have been in the armed services during the conflict. They have done a superb job which is worthy of the highest commendations from all. They have suffered all the tortures known to warfare. They have suffered heartaches and anxieties which were oftentimes known only to them. Many have sacrificed with their blool.

In the words of President Truman: "It is our responsibility, ours —the living—to see to it that this victory shall be a monument worthy of the dead who died to win it."

As we face the future, there is a feeling that a new era is upon us. As we study the lessons of victory, we have a profound concern both for our future security and for the advancement of civilization. Surely we shall be able, in the days ahead, under the guidance of God and the instrument of the San Francisco Charter, to stamp out forever this evil bloodshed in warfare. General Douglas MacArthur, in speaking to the world, used these words: "We have had our last chance. If we do not now devise some greater and more equitable system, Armageddon will be at our door. The problem basically is logical and involves a spiritual recrudescence and improvement of human character that will synchronize with our almost matchless advance in science, art, literature, and all material and cultural developments of the past 2,000 years. It must be of the spirit if we are to save the flesh."

When General MacArthur declared that the welfare of the world in the future was theological, he of course had in mind that theology is a science which studies and investigates the relations of man to the universe and to God, and when he declared that it involved a spiritual recrudescence he evidently had in mind that we would move forward in the realm of the spiritual from the bitter experiences of the terrible war into a new growth of world brotherhood and understanding. In the days ahead it is the universal purpose to build a world of peace founded upon justice and fair dealing and tolerance.

Among those who were in the armed forces, the latest records indicate that there was a total of 648 former students and officers from the Jackson Training School. We are indeed proud of this fact, and we shall always honor the boys from this institution who have played a part in the struggle.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Our Arithmetic Contest

By John Allen, 9th Grade

A few days ago the boys of the eighth and ninth grades had an arithmetic contest to find out what boys ranked first, second, and third highest on the tests.

The boys who ranked highest in the afternoon section of the eighth grade were Carlton Morrison, 1st; Thomas Stallings, 2nd; and Thomas Cottrell and Troy L. Arnette tied for 3rd place.

The boys who were highest in the afternoon section of the eighth grade were Houston Berry, 1st; Gray Brown, 2nd; and Thomas Wansley, 3rd.

In the ninth grade the rank of the highest were John Allen, 1st; Charles Young, 2nd; and Harvey Squires, 3rd.

The grades on all of the tests were very good, and it was surprising how much some of the boys have improved since the last tests were given.

English Contest

By William Poteat, 9th Grade

In our ninth grade class recently, we have been having contests on different subjects. The last one we had was in English. In this, the contest dealt chiefly with the parts of speech and sentence construction. The honor of first place went to Gene Hudgins, and Ray Edwards tied with Gerald Johnson for second and third places. The purpose of these contests is to develop a more competitive attitude in the pupils of the ninth grade.

There have also been some contests in the eighth grade. In the morning section the top three ranked as follows: Edward Renfro, first place; Raymond Byrd, second place; and Robert Lee, third place.

In the afternoon, the first place went to John McLean, second place went to Gordon McHan, and third place went to Hugh Cornwell.

In all these contests there was keen competition and the top three really had to "dig" to attain this high rank.

The Show

By Thomas Stallings, 8th Grade

The name of the show last Thursday night was "Varsity Show." This was a Warner Brothers picture. The comedy was "Jack Wabbit and the Beanstalk." All of the boys enjoyed these pictures very much.

Our History Contest

By John Allen, 9th Grade

Since we have been taking tests lately we had among them history tests, and some of the boys made very good grades. Since we have been having a contest in this subject we will mention some of the boys who ranked highest on the tests.

In the morning eighth grade the higest ranks were as follows: William Whistnant, 1st; Robert Lee,2nd; and Thomas Stallings and Troy L. Arnette tied for third place. ,

In the afternoon eighth grade the highest grades were as follows in

rank: Leonard McAdams, 1st; William Hammond, 2nd and James Teague, 3rd.

The ninth grade ranks were as follows: John Allen, 1st; Raymond Cloninger, 2nd; and William Poteat, 3rd.

Items of Interest

By Jack Oliver, 9th Grade

Wednesday was a grand day for some of the boys at the school. It was letter writing time as well as visiting day.

The Cubs, den chiefs, den mothers, and visitors had a good time Tuesday night. They went on a hike through the woods. After they had played some games they were served refreshments which were: watermelons, grapefruit juice, cool-ade drinks and cookies.

All of the Cubs enjoyed this very much and want to thank the party who made this grand hike possible.

The work reports and school reports were sent home with the letters. Most of the reports were very good, and the boys are going to try to make a better report next time.

Mrs. C. L. Miller's class of boys is getting along fine. She has boys from each grade who are not getting along as well as the others. She has helped them greatly in their work.

There are many pictures hanging in each room of our school building. Mr. Hines received a few copies of these pictures and sent them to each teacher. There are ten pictures in each room. Many of these are very famous ones.

Letter-Writing Time

By Tommy Wansley, 8th Grade

This week has been letter-writing time. All the boys have been writing home this week. The boys are always glad when this time comes so they can write home and tell the news about their work. They like to tell how they are getting along in their school work and their jobs. Every boy is required to write home once a month. They write home the last of each month. The boys are allowed to write one letter home and one letter to their brothers, cousins, uncles fathers or some relative who may be in the service.

Boys Conditionally Released

In the past week some of the boys have been released to go to their homes or to be placed elsewhere. These boys and the places to which they went are as follows:

Dewey Smith, of Cottage No. 15, Greensboro; Houston Berry, of Cottage No. 15, Montgomery, Alabama; Ray Edwards, of Cottage No. 9, Lumberton; Bruce Sawyer, of Cottage No. 14, Robbinsville; Arthur Broooks, of Cottage No. 6, Spencer; Charles Brown, of the Receiving Cottage, Greenville; Calvin Davis, of Cottage No. 1, Richfield; Eugene Frazier, of Cottage No. 13, Ennice; Charles Carter, of Cottage No. 4, Kannapolis; Harold McKinney, of Cottage No. 2, Statesville; Craven Callihan, of Cottage No. 3, Wilmington; Walter Neagle, of Cottage No. 13, Belmont; Herschell Duckworth, of Cottage No. 3, Belmont; Harold Duckworth. of the Indian Cottage, Belmont; and Carl Goard, of Cottage No. 6, Mt. Airy.

We know that the home communities will help these boys, and we are sure that they will do the best they possibly can. We hope that these boys will get along very well.

Modeling Clay for the School

By John Allen, 9th Grade

Recently Mrs. Hawfield, the first grade teacher, and three of her first grade boys (Robert Driggers, Lloyd Perdue, and Eugene Peterson) went to Matthews, N. C. and got quite a bit of modeling clay to use in the school department. The clay is for the use of the entire school.

The first grade has had lessons in modeling and made a few nice things from the clay. The four best things, which happened to be bowls, were kept, and after drying they will be painted with water colors.

We think that this is a very nice study and many of the boys are interested in it. Not only does it afford a lesson and study, but it gives something to do and something with which to have fun.

New Boys at the Srhool

By John Allen, 9th Grade

On September 1st, we received six new boys in the school department. They were sent out from the Receiving Cottage August 31st, and began school the following morning.

The boys that we received were as follows:

Bernard Hiatt, 3rd grade; Thomas Taylor, 6th grade; Charles Bryant, 5th grade; James Williamson, 3rd grade; Gilbert Wise, Jr., 5th grade; and Ernest Turner, 3rd grade.

We hope that these boys make very good records, and that their school work will be very satisfactory. We know that the teachers will cooperate with the boys as much as possible.

Friday Morning Chapel Program

By Thomas Stallings, 8th Grade

To begin the program David Isenhour read the Scripture. The boys then stood and sang "Onward, Christian Soldiers." The boys of the fourth grade then presented a play and it was entitled "Appleseed John." The boys who took part in this play were Russell Beaver, Thomas Childress, Horace Collins, Carl Davis, Herschell Duckworth, William Faircloth, Carlos Faircloth, Junior Lawson, Reeves Lusk, Eugene Murphy, Jerry Oakes, J. C. Rhodes, John Roberts, James Sneed, George Swink, James Swinson and Robert Phillips. All of the boys enjoyed this play.

The program was closed by the singing of "The Star-Spangled Banner" and saluting the flag.

The Picture of Stonewall Jackson

By Jack Oliver, 9th Grade

In the auditorium of the school building at the Jackson Training School there hangs an original portrait of Stonewall Jackson, painted by his wife's sister, Mrs. Laura Morrison Brown, while she was at his home.

Our school, which was named for this great hero, has a touching name, which makes every boy who has been to the school feel proud, in an unspeakable way.

Some people think that the name "Stonewall" means that there is a stone wall around our school. But only nature's growing herbs, trees, flowers, and grass surround us.

The picture has been at the school for a long time. The paint on it is peeling off in some places, but still it has its meaning. The boys, officers, and matrons are very grateful to Mrs. Brown's son, Bedford, for loaning such a nice picture to the school. This picture is about the finest picture of a hero that could be given to a person of the south. We hope as long as the picture lasts that its encouragement will last.

Mr. Brown could have sold the picture for a great sum of money. However he preferred to let the school have it, hoping that it would do the boys some good later in their lives

General T. J. Jackson will always be remembered as a fine Christian gentleman. It is said that he went to church every Sunday and prayed every night. There are many, many noble things that this great hero did that helped him in his life.

There is a note under his protrait which says:

"This portrait of General T. J. (Stonewall) Jackson was painted by Mrs. Laura Morrison Brown, the sister of Mrs. Jackson and who spent a winter in his home the year before the Civil War.

"It is loaned by her son, Bedford J. Brown, to the Stonewall Jackson Training School, with the hope that the boys, by looking on the strong face of the great hero of their fathers, may be inspired to live better and do great things."

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BIRTHDAYS

In The Uplift, we plan to announce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of September 9, 1945

September 9—James David Johnson, Cottage No. 9, 14th birthday.
September 10—James Wilbur Graham, Cottage No. 3, 15th birthday.
September 10—J. C. Cayton, Cottage No. 6, 12th birthday.
September 11—Connie Hill, Cottage No. 5, 15th birthday.
September 11—Ralph Cranford, Receiving Cottage, 16th birthday.
September 13—Jack Oliver, Cottage No. 3, 15th birthday.

HISTORY OF STONEWALL JACKSON TRAINING SCHOOL

By S. G. Hawfield

There is being prepared a history of the Stonewall Jackson Training School Since the School has been in operation over a period of approximately thirty-six years, the preparation of this historical sketch involves a considerable amount of investigation and research. Later on, the history will be published by the North Carolina Historical Commission. Already five chapters or divisions of the School's history have been completed, and the plans are to print these in THE UPLIFT, our local magazine from time to time.

The chapters which are complete are as follows:

Introduction.

Chapter I. Development of the sentiment for a training school in North Carolina.

Chapter II. Legislative enactment creating the Jackson Training School, and subsequent amendments.

Chapter III. Purpose and function of the Jackson Training School, past and present.

Chapter IV. Early beginnings of the institution.

Chapter V. Gifts and bequests.

CHAPTER I

(Continued From Last Week)

Efforts of the King's Daughters

To the organization of the King's Daughters in North Carolina there should go much credit for the establishment of the reform school. In season and out, the members of this organization, with great determination and power, lent their support to the establishment of such an institution. They did their work as individuals and also as an organization on a state-wide basis. Among those in this organization who played a dominant part toward the promotion of the institution were the following persons: Mrs. Margaret Burgwyn, Miss Easdale Shaw, Mrs. J. E. Reiller, Mrs. I. W. Faison, Miss Serena Chadbourn and Mrs. Lucy Phillips.

There has been prepared a brief history of the part played by the King's Daughters in the establishment of a reform school, and in this historical sketch there occur the following statements:

"Until 1901 there had been no State work, but at the convention held in Raleigh in 1902, at the suggestion of the newly elected president, Mrs Burgwyn, it was decided that, in addition to the work at home, all the circles should unite, and by their combined efforts render some definite service to the State. At this time the daily papers of the city published an account of two young boys who had been brought to Raleigh to be placed in the State Prison for their juvenile offenses. This so aroused the sympathies of the women of the convention

that, again at the suggestion of Mrs. Burgwyn, a resolution was quickly adopted to make the establishment of a Boys' Reform School the united work of the State Branch. From that time on, in season and out of season, the King's Daughters labored for this purpose, giving freely of their time and their means, and began the accumulation of a fund to be set aside for the use of the school.

"At the convention of 1903, that met in Salisbury, Mrs. R. D. Johnson, president of the Boys' Industrial School of Alabama, was present as a guest of honor in the home of Mrs. Wm. H. Overman, and for the purpose of aiding in plans for the school and in perfecting arrangements for appealing to the next Legislature to grant a charter and appropriation. The members distributed literature and wrote letters throughout the State. Miss Serena Chadbourn and Mrs. Lucy Phillips Russell were very active in this part of the work. Petitions were presented by the organiation at two sessions of the Lesislature—1903 and 1905. In 1903 Dr. Richard Hoge, rector of St. James Church, Wilmington, addressed the Legislature in behalf of the school. In 1905 The King's Daughters offered the State fifty acres of land in Moore County as a location for the school, with $1,000 to be used for a carpenter shop. They were granted hearings before special committees, meeting with the greatest consideration and assurances that their efforts had impressed many with the necessity for such an institution, and were always invited to come back when the State had more money. In those days the State either did not have any money to spare, or did not think it had any, if it did. It was hard to tell which condition was worse—both seemed equally bad. A charter without an appropriation was offered by the Legislature, but was not desired by The King's Daughters. Governor Aycock was in full sympathy with the effort being made by The King's Daughters, and in his message to the Legislature of 1903 he recommended the establishment of the school as shown in his letter of January 1, 1903:

State of North Carolina
Executive Department
Raleigh

Mrs. W. H. S. Burgwyn
Weldon, N. C.

My Dear Madam:

I appreciate your thoughtful letter of the 31st ult. I shall recommend the reformatory to the Legislature, but I cannot give you promise of its success at present. Our expenditures annually are larger than our income, and, without additional burdens, we are compelled to have a bond issue. How far the Legislature may be willing to go in this matter I am unable to foresee. I assure you of my earnest sympathy in the effort which is being made to secure this much-needed reformatory.

I am, with high respect,
Sincerely yours,
Charles B. Aycock,
Governor.

"The article below appeared in one of the State papers at the time The King's Daughters were working for the establishment of the school:

THE REFORMATORY QUESTION

In another column we publish an address to the men of North Carolina by the King's Daughters on the subject of a State reformatory for criminal youths. Rather, it is an appeal to the men of the State to come to their aid in trying to prevail upon the Legislature to establish such an institution.

To the King's Daughters we say: God speed you in your noble work. You should succeed because of the great necessity there exists in our State for a boys' reformatory. Civilization, humanity, and Christianity demand it.

'It would also be an act of economy by which the State and counties would save much money annually expended in making criminals of a large number of our youth.

'You have the support in your efforts of the pulpit, the press, and a strong public sentiment. With these forces added to the influence of your humane and Christian body ,you should feel that success is assured. We believe that it is. We do not believe that the members of the next Legislature will be able to overcome the arguments that will be advanced and to turn deaf ears to the appeals that will be made to them to do this great thing for the coming generation of our people.'

"In 1907 the organization placed the following petition on the desk of every member of the Senate and House of Representatives:

An Appeal to be Made to the Legislature of 1907

'The North Carolina Branch of the International Order of The King's Daughters and Sons, assembled in convention at Chapel Hill on May 16th and 17th, 1906, reviewed their efforts for the last four years to induce the men of the State to establish a reformatory for boys, and an encouraging report of work done by them was submitted by a member of their Reformatory Committee.

'With untiring zeal, it was resolved to make anew an appeal to the State Legislature in 1907, urging them to look after the youthful and ofttimes irresponsible offenders in the State by providing for them a proper place of punishment, which shall also be a training school directing aright their minds and their energy.

'The duty of the State to prosecute and punish young criminals is inseparable from its obligations of guarding them and giving them a chance to reform. These children and youths should not be sent to the penitentiary, and are not fit to attend the public schools; so the philanthropic and public-spirited men, pledged to the cause of education, should provide for them an intermediate state, where they may be prepared for a life of usefulness to their fellowmen, instead of sending them to complete a criminal education in jails, chain gangs, and the penitentiary. If you wish to make good use of the State's money, what better return can you have than by investing it in boys?

'According to the statistics of other states, an investment in one hundred boys saves seventy-five, ninety, and ninety-five per cent. Tennessee sets her mother State a good example, saving in her reformatories ninety-five boys out of one hundred. These in turn save their state, and diminish the number of criminals to be supported.

'Like the judge in Holy Writ, get rid of the importunate women by granting their request, "lest by continual coming they weary you."

"Mr. M. B. Stickley and Mr. W. R. Odell from Cabarrus County also joined the forces, all serving under the splendid leadership of Mr. Preston, who guided the measure safely through the Legislature.

"The story is better told by quoting from Mr. Preston's address, "State Progress in the Humanities," delivered to the King's Daughters assembled in convention at the Stonewall Jackson School in 1921:

'Fourteen years ago there assembled in Raleigh a small committee of women, less than a dozen (some of the leaders among them being present tonight), inspired by the noble purpose to make another appeal to the Legislature of 1907 for the establishment of a training school for white boys, as they had several times appealed to the preceding legislature, but without success.

'Prior to this time, in the fall of 1906, a general committee had been formed to create sentiment in behalf of this institution, of which the present speaker happened to be selected as chairman.

This committee has done its best, through the papers, pamphlets, and public meetings, to arouse interest in this legislation, and had accomplished more than the forces opposed to a reform school realized, as was evidenced by the monster petition presented, which, you may remember, reached twice around the hall of the House.

However, the battle was a hard one, and it seemed that the forces of obstruction and delay would again defeat the school. Then it was that, as chairman of this general committee, I issued a hurry call for the representative women interested to come and stay until the bill passed. They came, and the bill passed.

'This was the first 'ladies' lobby' the State had known, but not the last, however. It was wonderful to see the influence of these good women, with no purpose in their minds except to help the erring boys of North Carolina. Who that heard her can forget the eloquence of Mrs. General R. D. Johnson, of Alabama, herself a native of North Carolina, as she told of her struggles in Alabama for a similar school, and of its success; and how she had come back at her own expense to her native State to speak to the people she loved best about this work to which she had given life? Personally, I believe that, notwithstanding all of our months of work, if it had not been for this group of women and Mrs. Johnson's speech, the bill would have been again defeated, and the erection of this school delayed, possibly many years.

'It was a wonderful vision those women had, and tonight we stand here as witnesses to its magnificent fulfillment. My study and observation of these matters, which runs back now for twenty years, leads me to say without flattery that this is the equal if not superior, to any boys' training school in the United States.

'The institution has been particularly fortunate from the very beginning because of the untiring ecorts in its behalf by you, Madam President, your associates, Miss Easdale Shaw, Mrs. I. W. Faison, and the other ladies and gentlemen of the board, and also in having Mr. J. P. Cook and his devoted wife, and Professor and Mrs. Boger, whose self-sacrificing and successful work are known throughout North Carolina. And in this connection we should not forget the years of unceasing work for the passage of this bill by Miss Daisy Denson of Raleigh, and the timely aid of Col. W. P. Wood, of Randolph County, who introduced the substitute that we had drawn in the endeavor to meet all views, which was the form in which the law was finally passed.'

'The long and strenuous fight for the training school was not only successful in its primary purpose, but it seems to have caused or at least aided in an awakening of the conscience of the general public and the legislature as to the duty and necessity for humanitarian legislation. Up to 1907 the policy of the state had been to look after only the violently insane, the blind and deaf mutes, and to provide in some measure for the education of normal children. Since that time each legislature has widened the humanitarian activities of the state.'

"The late Judge Walter H. Neal, whose efforts for a reform school were recognized throughout the state, said, in a letter to the press:

'I wish to say that I do not desire to reap any personal credit or glory from anything that has been or may hereafter be done in this matter, and that it is my opinion that The King's Daughters have done more to advance this movement than all other forces combined. That organization has worked incessantly for years past to accomplish this end, for all of which it deserves the thanks of every person who loves poor unfortunate boys.'

"When the convention of the North Carolina Branch of The King's Daughters met in Greenville, 1922, this greeting appeared in the Raleigh News and Observer:

'The whole State sends greetings to The King's Daughters in session at Greenville. They established the Stonewall Jackson School at Concord, when everybody else was talking about it, and saying it ought to be done. All honor to these faithful daughters of The King, who had a noble vision, and translated it into a beneficent institution'."

Mr. James P. Cook and Others

In recounting the history of the Jackson Training School one is compelled to mention the outstanding work of Mr. James P. Cook and to pay tribute to him for his marvelous contribution to the institution. It is probably true that no other single individual gave so much time and effort toward the establishment of the institution as he did. He labored year in and year out, and he refused to be thwarted in his high purpose to see his dream become a reality. His activities in this enterprise originated in the year 1890, and from that time on he began to advocate the establishment of a training school, and when it finally became a reality he was officially connected with it until his passing on March 22, 1928.

In the superintendent's report for the biennium ending June 30, 1928, there occurs this quotation:

"It is a significant fact, too, that this date (January 12, 1909) was the anniversary of the birth of its late Chairman of the Board of Trustees, Honorable James P. Cook, Concord, N. C., who holds the distinction of being the first advocate of the establishment of such a school in the state, and one who unselfishly gave of his time, thought, and means for the advancement of its cause."

In an article written by G. G. Dickson in the Greensboro Daily News of September 7, 1919, there occurs this statement:

"J. P. Cook, who was really the founder of the Stonewall Jackson Training School, is Chairman of the Board of Trustees. He has seen his conviction transformed into a practical accomplishment, and today he views the future of the school with optimism that cannot be shaken."

Mr. Cook received his inspiration for advocating a training school for erring boys at a time when he was attending a session of the Superior Court in Concord, when he observed a 13-year-old boy who had stolen $1.30 and was convicted and sentenced for three years on the county chain-gang. The application of such stern measures of punishment aroused the editor of the Concord Standard, a county weekly, to write critical articles which finally led to executive clemency for this boy and to the establishment of a training school for such boys.

Mr. Cook, in an article published in The Uplift of January 15, 1921, recorded the following gripping narrative of how this youthful offender was treated in the courts before there was a training school. This article reads as follows:

"A two-room log cabin, squatting on a hill overlooking a small creek, served the purpose of a home for a family of three. One chimney, one fire-place, no stove for cooking; and what light entered that home had to come through a shuttered window without glass. The logs were chinked, and the floor was of rough, unjointed plank. The only shade for this home was furnished by several old-field pines. No sign of a porch, for the elevation of the story was just enough to accomodate an undersized door.

"This was a home in the Piedmont section of North Carolina—it was the home of a man and wife and one child, a boy. Neither the father nor the mother could read or write. There are people in this condition who possess sometimes an unusual amount of intelligence, native ability. These parents did not—they were ignorant. With them it was just simply breathing, living.

"In some unaccountable way, which nature at times practices, the boy was an improvement on the parents. Things better than he possessed or enjoyed attracted his attention; he man-

ifested a desire to see, to hear, to learn of things beyond his sphere, yet the advantage of school was denied him. Wading up and down the stream near his home with small fellows accompanying their fathers to the old corn mill near by, serving them and guiding them, seemed to him an honor and a great pleasure.

"The people composing this family were white—pure Anglo-Saxon. Without pride, without ambition, without education, without even a reasonable amount of mother-wit, and without an average native or developed sense of the value of virtue. And these people brought into the world another being; and the foregoing was his environment, his opportunity. This is not a typical family of this section, nor of any other section in North Carolina; but in every section there are to be found examples like unto this one of real flesh and blood.

"Disease overtook the parents. They died during the same season. The son, the boy, just passing thirteen years of age, was undersized. He had no means of support, no one to care for him—just an orphan.

"By neighborhood, common consent, this thirteen year old boy was given a home with a family (distant relatives) that had enjoyed for generations educational and religious advantages. Entering that home was an event in the boy's life. Though practically becoming a slave to the family, his environment made his physical welfare more agreeable than that which surrounded his previous years. No attempt was made to teach him the lessons of right or wrong; to teach him to read or write; to inspire him with a hope for a better life; to give him to understand the sacred things that he should observe. Enough was done for him when his nakedness was covered, and his hunger was checked. He was just an animal that was permitted shelter and feed for the work the slave could do.

"One Sunday afternoon, when the family was away attending Sunday School, the boy, having been left home to guard the cows from the wheat fields, with a childish curiosity could not resist the temptation to investigate the house, to him a marvel of bigness and wonder. The young fellow found in a bureau drawer a small sum of money. The love of money seems to come with the first breath, and to an untutored child it has even a greater charm. The boy took the money (we have not the heart to call it stealing) and returned to his assigned duty. Upon the family's return from church, the man of the house went directly to that bureau drawer. Was it a trap? He discovered the loss. What would you have done, gentle reader, under the circumstances?

"The following morning this man, faithful to his idea of his Sunday duties, for himself and his family, sought a local magistrate, swore out a warrant for the thirteen-year-old boy's arrest. In the county jail the high sheriff placed him. Fifteen prisoners were in there—all colored, and, as it so happened, all were confirmed criminals, serving various sentences for various crimes. Not a living man volunteered aid—not a soul gave the boy a passing thought.

"There was none to speak for the boy. The court devoured him. The solicitor's prayer for sentence upon this white boy, who made no defense—no appeal for mercy, or even humane justice—was the meanest, coldest utterance ever spoken in the state. In the language of another, reviewing the course of a certain judge, that solicitor's act and enthusiasm in putting away that particular white boy, where his soul could be properly damned, 'was as cruel as the grave.'

"Then the judge took a pass at the boy, finished his case in the name of the state and justice and civilization. That particular judge, if he had any compassion, adroitly concealed it. He appeared not to see the child before him — just a criminal. He asked no questions. The birth, the home, the environment, the opportunity, the cowardly conduct of the great, big stalwart man, who swore out the warrant against him—none of these the judge ever heard. He coldly, easily and quickly sentenced that small thirteen-year-old boy to a county 'chain-gang

for three years and six months, at hard labor.' And this was the treatment meted out to a child in a North Carolina Superior Court in 1890.

"The disposition of that case by the court was severely criticized by a certain paper at the time. The criticism was more eloquent than judicious. In the night a legal friend awakened the editor to warn him of the committed 'contempt of court.' The friendly advice was appreciated, but the way out of the difficulty was too hard and was thus declined. The legal friend finally agreed that the judge might not take cognizance of the act, since the opportunity was at hand to use certain conditions, for which the judge was responsible, in making him more uncomfortable in the eyes of the whole state. But the boy—why, he was chained to a Negro. That was his condition. The only white person in the group, and chains and lock around his ankles, keeping step with the hardened criminal without hope or the hope of a hope, building roads for civilization—that was a queer way of punishing a boy—a miscarriage at reformation."

In the columns of The Concord Standard, Mr. J. P. Cook suggested and, from that time on, began to advocate the establishment of a reformatory. He suggested that such an institution be "along the lines of a school to handle boys of certain ages." In one issue of this paper there was published a symposium by a number of ministers and others deeply interested in the welfare of children. This discussion created much interest throughout the state and stimulated much favorable comment.

The late J. P. Caldwell, who at that time was the influential editor of The Statesville Landmark, although he refused to endorse the movement, wrote privately to Mr. Cook the following comment: "Your position is correct; the treatment of such youthful offenders is a crime against civilization; there is a need for just such an institution as you suggest; but the old state is so conservative that she will not listen to you now, and, being your friend, I wish to save you from a sore disappointment."

The subject of a reformatory was favorably presented in a number of the leading newspapers of the state at that time. Among the most outspoken were the Raleigh News & Observer, the Monroe Journal and the Asheville Citizen.

The Governors

Beginning with the year 1891 and at various times thereafter the different Governors of North Carolina gave their hearty support to the movement for the establishment of a training school. Final establishment of the institution was due in a very large measure to their staunch support. Their endorsements were given in their biennial messages to the sessions of the General Assembly. Their support to the movement is set forth in the following quotations:

Biennial Message of Daniel G. Fowle, Governor of North Carolina, to the Legislature of North Carolina, Session of 1891

Reformatory Department

The demand for a Reformatory Department for young convicts is becoming very great. One of the most distinguished jurists said to me, that when he was on the Supreme Bench the hardest duty he had to perform was to sentence young boys and girls to the Penitentiary. The thought that those young law-breakers were to be

consigned to fellowship with old and hardened offenders, by which the very last germ of good within them would be destroyed, was enough to grieve a good man.

One of our distinguished State officers described to me a scene which he witnessed on one of our railroads, where two fair-faced and amiable looking boys were chained, each of them, to repulsive, degraded-looking convicts, typical house-breakers in appearance, and were being conveyed with them to the Penitentiary. Gentlemen of the General Assembly, what hope for reformation is there with such associates for these young persons?

Humanity, to say nothing of Christianity, demands that arrangements be made whereby these unfortunates shall be kept separate from the old offenders and given a chance at least, for the future.

Biennial Message of Thomas M. Holt, Governor of North Carolina, to the General Assembly, 1893

In the report of the North Carolina Penitentiary for the biennial term ending November 30, 1890, no less than 362 convicts under its control are said to be less than twenty years of age, and 56 under fifteen . . . . Four under fifteen years are now in the Wake jail, and many more at its work-house . . . Something to stay this current of evil, loss of honest and industrious citizenship, and recruiting of the ranks of the enemies of society from the rising generation, is urgently needed . . . . I invoke your earnest consideration of the views of the Board of Charities, a committee of which body, in cooperation with those of various influential Christian, benevolent and educational bodies, will memorialize you upon this subject.

Biennial Message of Charles B. Aycock Governor of North Carolina to the General Assembly—Session 1903

There will be laid before you by the King's Daughters and Sons of this State, a petition asking you to make an appropriation for a reformatory for youthful criminals. This petition states facts which make clear the great benefit to be derived by the State from such reformatory. There are not, as a matter of fact, many youthful criminals in the jails or the penitentiary, but this is due to the disinclination of the Judges to confine them with older criminals. These boys are, therefore, turned loose upon the community, to renew their depredations and to grow up criminals. The work of reformatories in other States has produced excellent results, and I hope you may see your way clear to make a beginning in the discharge of our duty to the young criminals, who by your action may be saved and made useful men.

Biennial Message of Charles B. Aycock Governor of North Carolina to the General Assembly—Session 1905

I renew my recommendation of two years ago for the establishment of a reformatory for youthful criminals. There are many young criminals of both races, who are too young to be incarcerated in common jails and the Penitentiary with the hardened criminals, who could be saved to society and made useful citizens if they were taken in time and properly trained . . . . . The Directors of the Penitentiary have very generously suggested the taking of $50,000 of their surplus earnings for the establishment of a reformatory . . . . I concur most earnestly in their recommendations.

Biennial Message of R. B. Glenn Governor of North Carolina to the General Assembly—Session of 1907

Youthful criminals should not be confined with old and vicious offenders, for such association hardens their natures and lessens the chances of ever reclaiming them. I will, therefore, throw no obstacle in the way of establishing some kind of a reformatory or home for young offenders, provided you find it expedient and the State can now acord it . . . . .

(To Be Continued)

THE EAGLET'S FATAL FLIGHT

By Wythe Williams

The author of this story was war correspondent in France for The New York Times from 1914 to 1917. Ten years later, while the American Legion was holding its annual convention in Paris, Mr. Williams cabled a dispatch to the Times from the tiny village of Chamery, France, "on the road to Rheims." The following story is adapted from this cable message.

In the pink dawn of a summer morning, July 14, 1918, the eaglet took his flight. Below, above, and all about him the mist were drifting as the curtain rose on the last act of the drama of the Marne.

But enemy eagles also were aloft, circling and soaring and battling. Three against one, and no quarter, naturally. There was no such word in the vocabulary of the war eagles. And so the eaglet fell within enemy lines. In a peaceful field he lay; in a gentle valley caressed by the low, enfolding hills.

That night the eagles came and buried him. Into the moonpath they marched and uplifted him—those broken bits—from the wreckage of his plane, and raised there a cross. Gallant enemies! But the eagles all were gallant. The next day in the official communique of the Allies was merely the information supplied by Germany.

Today we visited this grave of the lone warrior. It seemed fitting during this week of the Legion convention to make such a pilgrimage far from the well-ordered cemeteries where sleep in serried ranks our soldier dead. For we had talked with him the day before he died—in Paris, in a cafe where he shyly confided his ambition to prove worthily that he was his father's son. We came along today, for the way is long and vaguely marked, and muddy. In village after village we asked our way, and the people stared and shrugged until we came very near to Chamery. Then they smiled and showed the path.

"Ah, the young Lieutenant!" they said. "So very young, so very brave, the way is there. Oh, a mile or more over those meadows, and far off the road."

We left our automobile and plodded on, an old man guiding us, with his boy, shotguns over their arms for a rabbit or partridge. Oozy, white, slimy was the mud of the Aisne Valley, through which we often had waded these years gone from the Marne to the Chemin des Dames. Over a brown hill we saw the grave, sheltered in a small thicket, surrounded by a low wooden fence. The old man and the boy wandered off on their own serious business. We stood at the grave alone.

No flowers were there, for it is too far away. Pilgrims halt at Belleau or Suresnes and piously place their wreaths. Yet over there at the far corner is a crown of wax forget-me-nots and violets of beads. The broken, weather-beaten inscription told us that his French comrades had placed it there as they were passing by on Bastile Day two years ago. We wondered if new flowers will come,

this Legion week, flowers with fresh, green leaves. It really is very far, and what's the use of keeping dust green?

In a small floghole at the head of the grave stand two flags, tattered and stained by the rains and time—the Tricolor and the Stars and Stripes—both so faded it is difficult to distinguish which is which.

But all about this grave the grasses grow, and wild flowers bloom, even in late September; and the birds sing and the bees hum, just as in that village where this lonely warrior went on his school vacations a few years before he died; just the same as birds sing and bees buzz everywhere.

And war has gone with its panoply and glory, to become a mere memory quickened by the cross marking the soldier's grave, particularly this grave of the lone warrior with his great name.

A farmer clumped through the field and with his knife scraped the mud off his boots and, beside us, leaned against the fence.

"His father put that there," he said, pointing at the marble slab. "Yes he did that, and we have hope in that inscription, and we pray."

We wondered, and leaning low, pushed the brambles aside from the marble slab, and read the inscription.

"He has outsoared the shadows of our night," this dead boy's father wrote, and beside this just his name—Quentin Roosevelt.

———:———

No matter how palatial the home in which we live, we still dwell in tents—content or discontent.

———:———

TREES IN BIBLE LANDS

(The Children's Worker)

The cedars of Lebanon are the most famous trees in the Bible. Their very name means "strength," "value." Natives call them "Trees of God." Fed by snows of the Lebanon Mountains, growing strong by fighting terrific gales, the cedars live for centuries. The poet-prophet of Israel, Isaiah, spoke of "tall cedars," the "glory of Lebanon." Palaces in Egypt and Palestine, boats, pillars, gods, coffins, were made of precious cedar wood. The bark of the cedar is coarse and rough, of a beautiful brown. The trees grow to a great height and are recognized by their horizontal branches bearing needles half an inch long, and handsome tan cones, rising up from the twigs. The cones are three and four inches long and very fragrant.

The olive tree was intimately associated with the life of Jesus. Often he went out from hostile Jerusalem

to the friendly shade of the silvery olive trees in groves on the Mount of Olives. Growing all around the Mediterranean Sea, from Spain to Palestine, the olive has always been prized for its food value. The olive tree has an extremely rough, knotty bark It is not a shapely tree; in fact, its gnarled form resembles a gnome. Its beauty comes from the fine twigs which branch off to bear little leaves that throw misty veils of silver over the tree. It takes an olive tree seven years to begin bearing fruit, but it lives to a very old age. In the Garden of Gethesemane today trees still live that are descendants of those Jesus knew. The main crop of fruit ripens in November and is beaten off the tree with long poles.

The date palm is a favorite because it bears large clusters of sweet fruit, Dates are yellow, golden tan, or dark mahogany red. They ripen in June and again in September. Their wide spreading roots drink in whatever moisture the dry soil offers. "The palm tree likes to grow with its feet in water and its head in the sun." It thrives down in the warm Jordan Valley at Jericho and along the Mediterranean coast where sand dunes are blown by shifting winds along the ancient roads between Palestine and Egypt. In Jesus' time, the palm grew on the Mount of Olives and in Jerusalem gardens. Palms always meant "victory."

The fig tree produces one crop in June and another in September. The fruit is yellow, green, or purple. The "first-ripe" figs are a great delicacy. When washed in brine or salt water, they are pressed into cakes and put aside for food. But more beautiful than its fruit are the large leaves of the fig tree, the largest of any Palestine tree. They make a delightful shade, in which families sit or rest or eat their meals and entertain their guest. When the prophets described a state of peace they said, "Judah and Israel dwelt safely, every man under his vine and fig tree."

The pomegranate tree with its bright green leaves and delicious fruit was carved on the pillars of Solomon's Temple at Jerusalem. Its fruit looked like a deep-rose, hard shelled orange From its pockets of red, seedlike kernels, delicious juice flows. The pomegranate is used for medicine. It grows plentiful near the springs of Cana of Galilee.

The fir tree or pine in Bible times grew on the edge of villages, as it does today on the edge of Beirrut. The tall, straight trunks of the fir are longlived. High above the ground they bear horizontal branches looking like parasols. The boughs when cut make quick fires for the family's food. Wood from the various sorts of pine and fir makes excellent beams for homes. Two doors of Solomon's Temple were made of fir. Not long ago, from a grove near Mamre, famous also for the oaks of Abraham, the Khalidy family of Jerusalem brought a gaint, broad fir tree and planted it on a hillock outside the city wall of Jerusalem—a place to pray. When the new Rockefeller Museum of Archeology was being planned, the architec preserved that tree.

Other trees have never been plentiful on the hills of Palestine. We are glad that young Jews are planting groves near Nazareth and elsewhere in Bible lands. Along the twisting

Jordan valley willows and tamarisks grow. The carob tree, a wild evergreen the size of an apple tree, yields long pods which, when they are dried, supply food for very poor people. On them the wandering Prodigal Son of Christ's parable was glad to feed. The oaks of Mamre, near which Abraham pitched his tent in ancient times, still grow in that neighborhood, and the myrtle evergreen, bearing fair, white flowers, gave its name, "Hadassah," to Queen Ester as well as to the groups of present-day Jewish women who are building hospitals and clinics and feeding stations for the children of Bible lands. The vine itself, bearing rich clusters of grapes on many a terraced hillside of Palestine, is classed as a tree.

TRIBUTE TO OUR FLAG

(Selected)

(United Press releases set Uuited States casualties at 1,047,680 on July 12, an increase of 10,743 over a week ago. The total included 243,718 killed. The following tribute to our flag might have been spoken by a group of those who died on the battlefield. It was written a year ago by the novelist, H. Bedford-Jones.)

"Listen to us, soldier! Listen to us, the voices of forever marching upon these timeless waves of air. Once, like you, we pulsed to the greatness that lies in life and high enterprise, in swelling achievement and the storm of armies; but now we bring you a message that we have learned through the door of death. If hatred and writhing fury be the ringing clarions of your universe they are but penny trumpets here in ours, where the still small voice of brotherhood rules in chasms evermore.

"Each of us in life honored his flag according to his own vision, small or great. To each of us our banner was a bit of cloth, as yours to you; we were made of bone and flesh as you. Within us were souls as in you; and in our banner, too, was held a spirit that still lives on, doing homage to your flag.

"Our standard boasted neither crown nor cross. We hoisted the colors of freedom, we of the republic. Our freedom was bought with tears and anguished sweat, as it must be purchased with heart's blood over and over upon this earth.

"Salute! such is our flag. We the voices of the dead, salute you, brave bit of cloth that holes aloft the hope of all the world; This scrap of fabric blowing in the wind this merest trifle of your equipage why, blessed little things that thunder ceaselessly upon the vault of heaven! So small as to be cradled in your hand, yet it flutters high above the venomed bitterment of earth, blowing ever higher and farther upon the glory of the coming day... To You, Old Glory, Salute!"

POTSDAM TERMS: 11 POINTS--NO WAY OUT

(The Mooresville Enterprise)

The Potsdam declaration was issued July 26 by President Truman, Prime Minister Winston Churchill, and President Chaing Kai-shek. Soviet Russia associated itself with the Declaration when it declared war on Japan two days ago.

The declaration, telling Japan it must surrender unconditionally or be utterly destroyed, was reinforced by President Truman last night in a radio-cast to the people of the United States.

The Potsdam ultimatum contained these points:

1. Elimination "for all time" of the authority and influence of those who led Japan into her career of conquest.

2. Occupation of points in Japanese territory to be designated by the Allies until a "new order of peace and security" in the world is assured.

3. Limitation of Japanese soveriegnty to the main Japanese islands of Honshu Hokkaido, Kyushu, Shikoku, and a few minor islands.

4. Carrying out the terms of Cario Declaration which would strip Japan of all its conquests.

5. Complete disarmament of Japanese armed forces.

6. No enslavement of the Japanese nation.

7. Stern justice for war criminals.

8. Removal by the Japanese Government of all obstacles to a revival of democracy, freedom of speech, religion, and thought.

9. Permission for Japan to retain such industries as will sustain its economy and permit reparations in kind.

10. Access for Japan to raw materials and world trade.

11. A promise to withdraw occuyping Allied forces when Japan has established a peacefully inclined government "in accordance with the freely expressed will of the Japanese people.

———:———

NEWS OF FORMER STUDENTS

Superintendent Hawfield recently received a letter from Roy Mumford, a former student at the School. Roy, who is now seventeen years old, was conditionally released, November 30, 1943, and was granted an honorable discharge from further parole supervision, November 30, 1944. While with us he was a member of the Cottage No. 14 group, where he made a very good record. His letter, coming from Atlanta, Georgia, and dated September 1st, reads as follows:

"Hello Mr. Hawfield: I am living in Georgia now. Have been here six months, and I sure like it. I guess

you are all working hard these days. At least I believe you are. We did some hard work up there, but I am doing some harder work now than I have ever done. I am working in a Naval Air Station, on planes, and sure do like it. I never thought I would be doing this kind of work, but just the same I am doing it. I wish some more of the boys would come and help us in the war plants, but there is no chance.

"Mr. Hawfield, would you send me an Uplift? I sure would appreciate it. Would like to see how many are getting on the honor roll nowdays. I hope all of them are.

"I guess Mrs. Hawfield is still at the schoolhouse trying to teach the boys something worthwhile, and I know she will do her best in trying to do it.

"Well, I guess I had better close for this time and get to work before I am late. I appreciate everything you and all the rest did for me. Answer soon. Yours truly, Roy Mumford."

—:—

John T. Capps, a former member of our printing class, has again wriiten us from the European Theatre of War. Johnnie has been overseas for nearly two years, and at present is a member of the United States Army of Occupation, assigned to an army postal unit, stationed at Fritzlar, Germany. His V-Mail letter, dated August 15, 1945, reads as follows:

"Dear Mr. Godown: Well, I guess you are beginning to think that I have forgotten you and all the rest of the folks at the School. I haven't done anything of the kind and never will. In the past week I have received four or five copies of The Uplift and have read all of them. I certainly appreciate them, and am still looking formore. Don't forget me.

"This finds me in the best of health and spirits. Of course, with the war over now, who could be sad, even in the army, unless you happen to be one of those guys who have just come in and won't have a shance to get out soon. I have 66 points at present and if the army allows another count, I expect it will rise to about 75. Maybe I'll be home by Christmas time or a little later. I hope so.

"Not much news over here. Everyone is talking about the ending of the war with Japan and each fellow is hoping that he will be the next one to go home. The weather has been very bad here for the past two weeks. The sun did come out yesterday but today it is cloudy again. Winter is starting early here.

"My wife and son are just fine. Robin is growing very fast and now weighs a little more than sixteen pounds and seems to be learning quite a few things. I will be glad when I can get back to England to see them again. I was over there the last of June, and it was great to see them.

"Remember me to Mr. Fisher and all the rest of the folks at the School, and please don't forget that I hope to hear from you real soon. Your old pal, Johnnie."

—:—

Just a short time ago, a letter, addressed to the Superintendent of Jackson Training School, was received here. It was written by Samuel Everett, a former student, who is now in the United States Marine Corps.

Sam entered the School, April 1, 1932 and remained here until February 2, 1937, when he was conditionally released to return to Robeson County. He was placed in the first school grade upon admission and had advanced to the fourth grade at the time of leaving. During his stay at this institution he was a member of the Cottage No. 5 group, where he was employed as house boy for several months prior to being released. This lad made a very good record while with us and continued to do nicely after leaving the School.

At the present time Sam is stationed in the Pacific area. In his letter he made some highly complimentary remarks concerning his stay at the School, and stated that he plans to visit us when he returns from the war. This young man is now twenty-four years old.

—:—

John Albert Millis, a former student at the School, was a visitor at The Uplift office a few days ago.

Albert, as he is best known here, is now thirty-four years old. He was admitted to the School, February 25, 1926, and was permitted to return to his home in Concord, August 3, 1927. Upon gong back home he secured employment in the Hartsell Mill, where he got along very nicely.

In August, 1928, Albert enlisted in the United States Army. He served two enlistment periods of three years each, and was stationed at Fort Bragg, Fort Townsend, Washington, and at a military post in California. While in the army he was a member of his regimental band. In those days an enlisted man could attend night school if he so desired, and for some time, Albert attended the Normal Arts School, in Los Angeles, California. He took a musical course, specializing in piano and voice.

Returning to Concord several years ago, he worked for a time in a hosiery mill and taught music at night. For approximately five years he has been spending his entire time giving both voice and piano lessons in his home. He has also supplied as pianist in several Concord churches at various times.

Albert has been married a little more than six years, and has two children, Julia Anne, five years old, and John Albert, Jr., aged twenty-two months.

In his conversation with us, Albert said that he would always have a warm spot in his heart for Jackson Training School. He also expressed the disire that he might soon be able to come out to one of our Sunday services and play and sing for the boys.

———:———

To forget, or to pretend to do so, to return a borrowed article is the meanest sort of petty theft.—Dr. Johnson

SUNDAY SERVICE AT THE SCHOOL

Rev. A. C. Swafford, pastor of Forest Hill Methodist Church, Concord, was the guest speaker at the afternoon service held at the School last Sunday.

In his message to the boys, the speaker called particular attention to the significance of that day. First, said he, it was a great day in the history of our country and of the entire world, because it will ever be known as V-J Day, marking the official Japanese surrender, and bringing to an end the most terrnble war in all history. Then, too, it was important because of the fact that people all over this great country of ours had their minds on the celebration of the following day, known as Labor Day.

Rev. Mr. Swafford stated that he wanted to impress upon the minds of his listeners the importance of labor. All men are expected to work, he added, because God put us here on the earth for the purpose of working in order that our lives might be enriched and that we might develop into worthwhile citizens.

All boys should learn to work, said the speaker, and the earlier in life they begin working, the greater will be their success. There is magic in labor, he said, and there can be nothing more honorable in life than for a person to be known as an honest, loyal worker.

We sometimes hear people talking about working for other people, said Rev. Mr. Swafford, but that is not always true. While we may be employed by others, we are really working for ourselves. Our success depends entirely upon how well we do the various tasks assigned to us. When we do our work in the best possible way, we shall be rewarded in the end.

The speaker then stated that in the program of rebuilding the world, now that the war is over, every person will have a duty to perform. There will be much hard work to be done, but as we shall all be working for a lasting peace and a feeling of brotherhood among the nations of the earth, it will be worth every effort that may be required to enable us to attain the goal.

We not only should work hard, continued Rev. Mr. Swafford, but we should learn to enjoy our work. It should make us very happy to be able to realize that we are doing our share in the great tasks which lie ahead of the people of the earth. We live on the fruits of our labors, so it behooves us to do our best at all times, for we shall be rewarded only according to that part of our work which is well done.

There is but one way to insure happiness and peace in the world, said the speaker in conclusion. That is for all men to learn the value of honest toil, working together with each other, and men of all races and creeds working together with God. The things we do in this spirit shall never perish. By working according to such principles, we build character and strength to withstand all the trials of life. At the end of such a life we shall find that it has been glorious to work in that manner. Truly, there is magic in labor.

COTTAGE HONOR ROLL

Week Ending September 2, 1945

RECEIVING COTTAGE

Lawrence Allen
Thomas Brantley
Ralph Cranford
Samuel Dill
Dean Harris
Harry Matthews
James Perkins
Frank Westmoreland
Charles Young

COTTAGE No. 1

J. C. Alley
Lyndon Barnett
Hubert Black
William Britt
Carl Church
Paul Church
George Cox
Horace Collins
Worth Craven
Carl Davis
William Doss
Thomas Everheart
Raymond Harding
Edward Hambrick
Franklin Hensley
Robert Holbert
Jack Lambert
John Linville
A. J. McCrew
Franklin Robinson
Clay Shew
J. W. Smith
Harry Thompson
Benson Wilkins

COTTAGE No. 2

John Allen
Walter Byrd
Hanie Cothrin
Rufus Driggers
Bruce Honeycutt
Gerald Johnson
Chester Lee
Howard Manus
Barney Mills
Robert McDuffie
John McLean
Stanford McLean
James McMahan
James Norton
Knox Norton
William Phillips
Hayes Powell
Melvin Radford
Van Robinson
Russell Seagle
James Snead
Kermit Wright

COTTAGE No. 3

Charles Allen
Eugene Bowers
Craven Callihan
Joseph Case
James Christy
Hugh Cornwell
Joseph Duncan
Talmadge Duncan
Charles Earp
James Graham
Earl Greene
Robert Helms
Robert Jarvis
Emory King
Cecil Kinion
Robert Lee
Lawrence Littlejohn
Jack Oliver
Bobby Peavey
Lloyd Perdue
Donald Redwine
Clifton Rhodes
Kenneth Staley
Thomas Staley
William Ussery
Clyde Wright
Thomas Childress

COTTAGE No. 4

Leanard Bradley
Paul Carpenter
Phil Batson
William Arrington
James Parker
Leory Pate
John Fine
Martin Walters
Roy Miller

COTTAGE No. 5

Patrich Ford
Allen Gibson
Joe Lane
Rodney Mintz

Harrison Minor
Raymond Pruett
Thomas Session
Robert Wilkins

COTTAGE No. 6

Coy Creekman
J. C. Cayton
Keith Futch
Richard Davidson
Earl Gilmore
William Hawkins
George Jones
Nolan Morrison
Jerry Oaks
Leroy Wilkins
James Walter

COTTAGE No. 7

Robert Bradberry
David Brooks
James Hill
James Knight
Ned Metcalf
Joseph Mitchell
Eugene Murphy
Jerry Peavy
Jack Phillips
Curt Putman

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Thomas Corley
Ray Edwards
Ralph Gibson
William Harding
Richard Johnson
Clifton Kerns
Eugene Peterson
Thomas Wansley

COTTAGE No. 10

William Burnett
Ernest Bullard
Raymond Byrd
Thomas Cottrell
Forest Cowan
James Hensley
George Hill
William Lane
Leonard McAdams
J. C. Michael
Carlton Morrison
Ray Taylor
Thomas Ware
Jack Williams

COTTAGE No. 11

William Faircloth
Elmer Heath
Alvin Hilton
David Isenhour
Arlon McLean
James Phillips
Alvin Porter
J. C. Rhodes
Leon Rose
Ralph Tew

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

William Andrews
Fred Boston
William Black
Coy Crabtree
William Whistnant

COTTAGE No. 14

Clyde Bustle
Howard Hall
Howard Holder
William Lerschell
Reeves Lusk
James Milloway
Landon McKenzie
John Roberts
William Rogers
Howard Hollder
James Shook
Grover Shular
Jerry Smith
J. H. Smith
Thomas Stallings
James Spence
Thomas Styles

COTTAGE No. 15

Harold Bates
William Best
George Brown
William Caldwell
Jack Crump
William Correll
Robert Flinchum
Alvin Fox
Jack Greene
John Greene
Kenneth Hankins
Marcus Hefner
Howard Herman
Robert Holland
R. V. Hutchinson

Marshall Lamb
Harvey Leonard
Zeb Presson
Hilton Reid
Robert Rivenbark
Bobby Roberts
Charles Stephenson
Robert Summersett

INDIAN COTTAGE

Ray Covington

James Chavis
Tom Chavis
Donald Hunt
Alton Hammond
Allen Hammond
Harvey Jacobs
Weldon Locklear

INFIRMARY

George Guyton

———:———

OFF DAYS

We have our Off Days—days in which the rain falls thick and fast, and it leaks into our inmost being. These are days in which trouble, anxiety, and all too much worry keep us far from par, and cheat us from being good companions to anyone—even to ourselves.

When you feel one of these Off Days coming on, it is a good plan to get alone and not allow it to infect anyone else, or to so smother the idea that no one can suspect that you are under a cloud! No one likes to meet a fellow who is experiencing his Off Day.

One of the best means of insurance against an Off Day is to train yourself never to expect one! Rather to take each day as it comes in happy stride, keeping your soul on an even keel. Longfellow knew about these Off Days and wrote a beautiful poem about them, called "A Rainy Day," in which he stated that into every life "some rain must fall." None of us is exempt from the common troubles, worries and disappointments that all must experience.

There are many remedies for these Off Days. One is to keep busy doing something that is unusually interesting. We easily forget the unpleasant when we devote ourselves to someone else. There are always those to be found who are far worse off than any of us. Another suggested remedy—making a list of all your many blessings, and note how quickly you snap out of that Off Day!

We cannot afford to miss out on a single day in this life, for that same day will never dawn again. And that one day counts one less in the sum of days that are allotted to us. So it must be made to count, somehow, without loss. It only takes a little effort—but the more the better—to make every day an outstanding one.

"Count that day lost when low descending sun views from thy hand no worthy action done."

—George M. Adams (Charlotte Observer)

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LIFE'S JOURNEY

Life is like a journey taken on a train,
With a pair of faces at each window-pane,
I may sit beside you all the journey through,
Or I may sit elsewhere, never knowing you.
But if fate should make me to sit by your side,
Let's be pleasant travelers, for life's so short
a ride.

—Selected.

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PRAYER AFTER TRIUMPH

In this great hour of triumph
Which Thy hand, Lord, hath wrought,
Humble us yet, lest we forget
The things for which we fought.
Help us retain the fervor
Of faith, lest, flushed with pride,
We loudly boast, nor heed the host
Of maryrdom who died.
When we bestow the laurel,
When the bright list is named,
Lord, hold in mind the brave men blind,
The heroes halt and maimed.
Now, having seen the horror
Which hate can make men do,
Keep clean the sword of freedom, Lord,
And search our own hearts too.
When we have done with battle,
When drums and tramplings cease,
Be with us then and rouse in men
As fierce a zeal for peace.

—Joseph Auslander.

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SOME IMMORTAL STATEMENTS INSPIRED BY WORLD WAR II

During recent months and years, when the world has been witnessing vast events which in their significance over-shadow the events of the yesteryears, there have been spoken some meaningful statements which should go down in history and which deserve to live as immortal treasures in the literature of the world. They are statements which should be taught to the youth of the land and should be inscribed over the doorways of famous buildings.

It has been true, throughout the history of mankind, that when the challenges were the greatest and when the stress and strain were most terrific, when the minds of people were filled with doubt and fear, when there were disillusionments on every hand, there seemed to rise up some great leaders who seemingly spoke under divine inspiration and called forth the best that was in the hearts of the people. There have been recurrent times when the great masses of people seemed to lose faith and when they despaired of the future, when their hopes were at their lowest ebb. At such times, great leaders, by contrast, stand out because they seem to have caught a vision and were capable of a unique understanding which others could not grasp. At such times these men have spoken great thoughts which have always stirred the emotions of people, have given them a keenness of appreciation of the true values of life, have awakened their patriotic impulses, and have deepened their convictions concerning the fundamentals of human rights and of governmental functions.

For instance, in the dark days of the pre-Revolutionary period when people were uncertain, Patrick Henry made his famous speech in which he used these immortal words: "Give me liberty or give me death." Then, in the Civil War period, Lincoln, in his Gettysburg Address declared "that government of the people, by the people, and for the people shall not perish from the earth." This statement was full of significance then, and it has found lodgment in the hearts of our people from that time on.

Then, during the period of World War I, when General John J. Pershing led the powerful forces of the American army into Europe to defend France against the German hordes, he stood at the tomb of Lafayette and uttered these words: "Lafayette, we are here." Every high school boy and girl is familiar with the meaning of these words as they have resounded across the years.

During the hectic days of World War II, days full of stirring events which have transcended in importance all the events of other wars, the world has still been blessed with those who could speak in brief sentences thoughts that are profound and which are destined to play a part in the great drama of history. Some of these outstanding statements were as follows:

"The date of December 7, 1941 is a day which will live in history forever as a day of infamy."—Franklin D. Roosevelt.

"With confidence in our armed forces, with an indomitable courage, we will conquer the enemy, so help us God."
—Franklin D. Roosevelt.

"Obedient to the orders of the Commander-In-Chief, I am departing to Australia, but I shall return to the Philippines."
—General Douglas MacArthur.

"Only those Americans who are willing to die for their country are fit to live."—General Douglas MacArthur.

"However great the hardships and the trials which loom ahead, our America will endure and the cause of human freedom will triumph."—Cordell Hull.

"This unconditional surrender has been achieved by team work. To every subordinate in this command of 5,000,000 men who took part I owe a debt of gratitude which I can never repay. They have earned the deep and lasting gratitude of every citizen of all the United Nations."—General Dwight D. Eisenhower.

"This is a victory of more than arms alone. This is a victory of liberty over tyranny."—President Harry S. Truman.

"The time has arrived for an offensive against the enemy to cease, but if you are attacked by enemy planes, shoot them down in a friendly manner."—Admiral William F. Halsey.

"Let us pray that peace be now returned to the world and that God will preserve it forever."
—General Douglas MacArthur.

"We shall not forget Pearl Harbor. The Japanese militarists will not forget the U. S. S. Missouri."
—President Harry S. Truman.

"George (Washington) must feel better now."
—General Douglas MacArthur.

"It is good to be back a free man and an American soldier wearing a gun."—General Jonathan M. Wainwright.

"If anybody ever starts feeling sorry for the Japs, he ought to be taken out and shot."—Commander Harold E. Stassen.

"We had rather die on our feet than live on our knees."
—A Norwegian slogan.

"I have nothing to offer but blood, toil, tears and sweat."
—Winston Churchill.

"Never in the field of human conflict was so much owed by so many to so few."—Winston Churchill.

"We shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender."—Winston Churchill.

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STATESMANSHIP IN EDUCATION A CRITICAL NEED TODAY

Recently the NEA released some information regarding the question of education in the United States which should serve to awaken and stimulate greater efforts than ever on the part of educators in the entire country. This information indicates very clearly that the challenges to education in this hour should be given a place of preeminence in our thinking and planning. It is quite evident that there is not enough attention being given to the question of improved education to meet the demands of a new day, for at this time the dominant issue seems to be to promote scientific experiments and devise theories of government and economics without at the same time giving rightful consideration to education, which is one of the greatest issues of them all.

There is universality in the enthusiastic acclaims of great leaders in the realm of politics and government and military sciences. The names of some of these great leaders are on the lips of all our citizens, such as Eisenhower, MacArthur, Marshall, King, Byrnes and others, but when it comes to education there is complete silence. It is appropriate that we honor these great statesmen, but unless we find a way whereby we can match in education the achievements in other realms, those who work in education will consign themselves forever to stations of insignificance and mediocrity. If our brilliant leaders in other realms keep abreast of all the demands upon them at this time, why should educational leaders ever admit that they are laggards in their field? It would be a shameful condemnation if our leaders in education assume for themselves a status quo, laisser faire attitude when they too should be statesmen of the highest qualities.

The report of the NEA reveals that seven million childern, aged 5-17 years, were not in school last June; that three million boys and girls between fourteen and seventeen were gainfully employed, and of this number one and one-half million were working full-time; that 280,000 teachers have left the schools since Pearl Harbor; that the teacher-training institutions have lost well over half their enrollment in the past four years, that one-fourth of the American teachers are paid less than $1,200 a year.

There is information from other sources which shows that 350,000 registrants in the Draft were forced to sign their names with a mark; these were men who could not tell time by the clock, nor count money, nor read the simplest signs.

These and other problems call for wisdom and statesmanship of the highest order. The National Education Association declares that the new curriculum will stress more than ever the following

1. "Mastery of fundamental skills, such as reading, writing and speaking."

2. "Understanding of contemporary problems—international, inter-racial, and labor-management relationships."

3. "Economics, geography, science, health, sociology, languages and the arts."

Willard E. Givens, Executive Secretary of the NEA, says: "The objective is to eliminate the kind of education that can lead only to war and substitute for it the kind of education that leads to peace."

F. L. Schlagle, President of the NEA, warns: "Increasingly, youth of high school age who have not completed their schooling will be dropped from employment rolls. Our country can make the most of itself only as the youth of high school age, who will be the leaders in ten or fifteen years, from now, are given a thorough preparation.

LOCAL HAPPENINGS

By Thomas Stallings, 8th Grade

Items of Interest

By Thomas Stallings and Edward Renfro, 9th Grade

The name of the show last Thursday night was "The Canterville Ghost," starring Margaret O'Brien. This picture made a big hit with all of the boys.

We regret to report that Mr. and Mrs. W. W. Carriker, officer and matron of Cottage No. 7, have left the School. We hope that they will be happy and satisfactorily impressed with their next work, whatever it may be.

Mr. J. N. Bass, officer of Cottage No. 14, has left for a vacation of about two weeks. All of the No. 14 boys are looking forward to his return.

In the ninth grade room there are several murals drawn by William Poteat before he left the School. One of them is a drawing of the Administration Building, one of the Pavilion, and one of General Stonewall Jackson. All of these, we must say, are fairly good.

Mr. and Mrs. R. A. Sappenfield, formerly officer and matron of Cottage No. 3, have returned to the school to be in charge of Cottage No. 14 during the absence of Mr. Bass.

Some of the grades have been modeling clay for the past week or so. They have been modeling such things as: airplanes, ships, baskets, telephones, tanks, cups, saucers, ashtrays, bowls and bullets. These things were made by the fifth grade. The first grade has also made a variety of articles.

Mr. Horne, who is to be the new officer of Cottage No. 7, arrived last Thursday, September 6. We hope that his stay at the School will be a long and happy one.

One of our teachers, Mrs. C. L. Miller, Jr., left the School on the 31st of August. While at the School, Mrs. Miller was our librarian, and she also taught a group of Indian boys.

Promotion Day

By Thomas Wansley, 9th Grade

September 1st was "Promotion Day" at the School. Many boys were promoted to higher grades. They were all glad when this day came. Most of the boys at the institution are eager to get a good education so they can make something out of themselves. We have a new ninth grade at the School. The boys who were promoted to the ninth grade are as follows: Gray Brown, Raymond Byrd, Hugh Cornwell, Thomas Cottrell, Jack Gentry, James Hensley George Hill, Garmon Hubbard, Robert Lee, Harvey Leonard, Barney Mills, Carlton Morrison, Arlon McLean, Edward Renfro, Kenneth Staley, Thomas Stallings, and Thomas Wansley.

We hope that these boys get along well in this new grade.

More Boys Released

By Thomas Stallings, 9th Grade

Lately, due to the fact that the public school term is beginning, a good many boys have been released so that they may go to their homes and begin the new school year. The boys who have been released lately are as follows: William Hammond, Durham; Bruce Honeycutt, Lexington; John Allen and Charles Allen, Fayetteville; Ned Metcalf, Tryon; Leonard Bradley, Gastonia; Joe Mitchell, Greensboro; John McLean, Lenoir; Stanford McLean, Lenoir; William Whistnant, Lenoir; James Sneed, Taylorsville; Jack Oliver, Wadesboro; William Poteat, Concord; Coy Crabtree, Greensboro; J. C. Cayton Winston-Salem; Kenneth Hankins, Leaksville; and Robert Canady, Hot Springs. We wish these boys the best of luck in their new undertaking

B. T. U. Groups Re-Organized

By Robert Lee, 9th Grade

Last Sunday afternoon, September 9, there were some men from the First Baptist Church in Concord who came out to the School to help us get started with our B. T. U. work for this school term. We had three groups of the B. T. U. last year, and this year we are going to have three groups, too. We had forty-nine members and nine visitors at the meeting Sunday when Mr. Snyder, Mr. Puckett, Mr. Arrowood, and Mr. Beck helped us to reorganize. Rev. Mr. Summers was with us, also. He said that the meetings are for the Baptist boys who belong to his church and to any other Baptist church. He asked Mr. Hines, our school principal, to assist and direct with the meetings as he did last year. He consented to help again, and we are all glad of that. This year we are going to have our period of assembly in the auditorium at the first of the program instead of the last as we did last year. We are surely glad that Mrs. Frank Liske has consented to play at the assembly period every Sunday. That will be a great help. The meetings will last about forty-five minutes. We are all expecting to get great and lasting good from these meetings. The meetings last year were such a help to all of the boys who attended. One of the main aims this year is to read the Bible regularly. A report will be made by Rev. Mr. Summers every month about the number of chapters we read. We are going to have sword drills on the Bible every Sunday to test how familiar we are becoming in finding Bible passages.

The Chorus Group

By Thomas Wansley, 9th Grade

About ten of the ninth grade boys are going over to sing over the radio Tuesday, September 11. They are going to sing several songs on the regular Jackson Training School program. They are: "Take Time to be Holy," and "True-Hearted, Whole-Hearted," and some others. The boys who are going to sing are as follows: Raymond Byrd, Jack Gentry, Barney Mills, Thomas Cottrell, Gerald Johnson, Harvey Leonard, Harvey Squires, James Hensley, Robert Flinchum, Edward Renfro, and Garmon Hubbard. We hope that these boys will do their best.

Our Broadcast Last Week

By Thomas Wansley, 9th Grade

The broadcast last Tuesday started by Mrs. Hawfield's first grade boys singing four songs. They were as follows: "Good Morning Merry Sunshine," "Here Comes the Postman," "Down in the Garden," and "Hop, Hop, Hop."

Then Mr. Hawfield made a talk on the guidance at the School. We hope that every one enjoyed the program. We thank Mr. Hawfield that he has given us the chance to go over and talk and sing over the radio.

The Cannery

By Thomas Wansley, 9th Grade

Some of the boys and officers are still working in the cannery. The boys of the school department get beans and vegetables ready for canning, and the cannery boys can them. About two grades go over to the cannery each week. We haven't so much more to can. We have already canned about 12,000 gallons. Mr. Walker, one of the officers of the school, has charge of the cannery. He has been at the school for twenty-two years and has worked in the cannery for a number of years.

Camporee at Camp Cabarrus for Boy Scouts

By Robert Flinchum, 9th Grade

The Boy Scouts from the Training School left last Friday to attend a camporee at Camp Cabarrus.

Friday night, the boys pitched their tents and made their beds. After the boys finished their camp site they cooked supper, and it was a hearty meal. After supper they had a "treasure hunt," but no one found the treasure. Following the "treasure hunt," the boys gathered around the camp fire to sing songs and have a little fun before retiring.

Saturday morning they cooked breakfast, and I do mean it was cooked fast. After breakfast the boys started having recreation contests. There were three boys from J. T. S. who won prizes. They were the following: John McLean, Ralph Cranford, and Robert Flinchum. After the contest they enjoyed swimming. After swimming they had dinner, and after dinner the boys from other troops began packing to leave. The boys from the School did not leave until Sunday evening. We all had a good time.

My Scrapbook

By Robert Lee, 9th Grade

I am making a scrapbook of poems and mottoes. The best motto I have is "This book will keep you from sin and sin will keep you from this book." Most of my poems are about Christ. I enjoy this hobby very much.

Our New Teacher

By Thomas Wansley, 9th Grade

We have a new teacher who teaches some eighth and ninth grade subjects. Her name is Mrs. Baucom. We all think she is a nice teacher. She is interested in sports and teaches the boys how to play basketball and volley ball. Mrs. Baucom graduated from Meredith College in 1925 with an A. B. degree. She majored in Science and in English. She also took graduate work

at the University of North Carolina for three summers. She then taught school for four years in her home town in Union County. Mrs. Baucom then began teaching at the Hartsell High School near Concord, where she taught for fifteen years. For the past fourteen months she has been employed in Civil Service at Charlotte. She teaches the ninth grade two subjects, English and Science, and has the library three periods a day. She is fixing it up and getting the books in order. We all hope that Mrs. Baucom will like her work at the School.

Our Science Work

By Robert Lee, 9th Grade

The ninth grade is studying "General Science" under Mrs. Baucom. Because we do not have any laboratory equipment, we are working on "This Living World." We can find plenty of material on it. We are going to study about plants and animals. We call this "General Science" because we study many branches of science. There are more than five thousand species of grasses. The largest kind is bamboo.

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JAPAN TODAY

News reports from Japan indicate that the people who precipitated the United States into the Second World War on December 7, 1941, have thoroughly reaped the reward of that treacherous act.

The Japanese report 260,000 people killed, of whom 90,000 died from the atomic bomb raids; 412,000 injured including 180,000 atomic bomb victims; 9,200,000 homeless; 2,210,000 homes completely destroyed and 90,000 partially destroyed.

These figures are proof of the necessary for the elimination of all future wars. But there is no tendency on the part of the American people to offer any sympathy to the Japanese. It was a war of their own making that destroyed their homeland, brought their people to the point of starvation, and caused the death and maiming of countless United Nations service personnel and civilians in the territories they wrested from their rightful owners. The destruction wreaked on Japan by Allied planes and bombs was the only language they could understand, and their stories of suffering will fall on deaf ears.

—The Catawba News-Enterprise.

HISTORY OF STONEWALL JACKSON TRAINING SCHOOL

By S. G. Hawfield

There is being prepared a history of the Stonewall Jackson Training School Since the School has been in operation over a period of approximately thirty-six years, the preparation of this historical sketch involves a considerable amount of investigation and research. Later on, the history will be published by the North Carolina Historical Commission. Already five chapters or divisions of the School's history have been completed, and the plans are to print these in THE UPLIFT, our local magazine from time to time.

The chapters which are complete are as follows:

Introduction.

Chapter I. Development of the sentiment for a training school in North Carolina.

Chapter II. Legislative enactment creating the Jackson Training School, and subsequent amendments.

Chapter III. Purpose and function of the Jackson Training School, past and present.

Chapter IV. Early beginnings of the institution.

Chapter V. Gifts and bequests.

(Continued From Last Week)

CHAPTER II

Legislative Enactment Creating the Jackson Training School, and Subsequent Amendments.

The Act establishing the Stonewall Jackson Training School was passed by the General Assembly of North Carolina on March 2, 1907. From that time on, the movement for a reformatory or training school had official sanction of the legislative department of the state government.

The honor of introducing the bill that led to the charter of the institution belongs to Col. W. Penn Wood, who was a representative at that time from the County of Randolph.

It so happened that when the original bill was introduced there was tense opposition in the Legislature to the establishment of another institution which would require the tax money of the state for operation and maintenance. Some members argued that already there were public schools which the children of the state had the privilege of attending. The opposition became so strong that those who advocated it earnestly and vigorously felt that the cause would be lost unless something should be done.

In the General Assembly at that time there were several Confederate soldiers. It was suggested that if the name Stonewall Jackson could be linked with the name of the school these Confederate soldiers would vote in favor of the bill. At a hurried conference of the sponsors of the bill, the name Stonewall Jackson Manual Training and Industrial School was adopted as a suitable name, and the

Confederate soldiers all voted in favor of the bill.

Among the most earnest advocates in the General Assembly were Hon. E. R. Preston, Hon. J. S. Manning, Hon. R. B. Redwine, and Hon. M. B. Stickley.

The title of this Act reads as follows: AN ACT TO ESTABLISH A REFORMATORY OR MANUAL TRAINING SCHOOL FOR THE DETENTION AND REFORMATION OF THE CRIMINAL YOUTH OF THE STATE.

The Preamble of the Act reads as follows:

"Whereas, it appears to this General Assembly that there are in this State many youths between the ages of seven and sixteen years who violate the criminal law, and that while such youths should be detained and punished and taught the doctrines of religion, good morals and how to work, it would be to the best interest of such youths and expedient that they be not associated with older and more hardened criminals, but that they should be kept separate therefrom."

Board of Trustees

The Act establishing the training school provided for a board of trustees consisting of 15 members. Four of these 15 members were appointed in the Act itself, and they were: Mrs. May Anna Jackson, Maggie S. Burgwyn, Miss Easdale Shaw, and Mrs. I. W. Faison. The 11 other members of the board were appointed by the governor with the approval of the four named above.

In 1925 the law was amended, providing for 11 members of the board of trustees instead of 15.

The board of trustees were invested with power "to sue and be sued, plead and be impleaded, hold, use and sell and convey real estate, receive gifts and donations and appropriations, and do all other things necessary and requisite for the purposes of its organization."

The board of trustees were given the right to recieve into the institution "delinquent and criminal children under the age of 16 years as may be sent or committed thereto under any order or commitment by the Judges of the Superior Courts or the Recorders or other presiding officers of city or criminals courts.

The Legislature of 1943 provided an additional amendment whereby the Stonewall Jackson Manual Training and Industrial School was placed under the jurisdiction of a state-wide board to be known as the "North Carolina Board of Correction and Training," the said Board to consist of 18 members appointed by the governor, with the State Superintendent of Public Welfare being designated as an ex-officio member. This is a unified board of directors for all correctional institutions of the state. This act further provided for an Executive Committee of at least three members for each correctional institution in the state.

The act further provided for election by the governing board of a Commissioner of Correction for all the institutions. The board was also empowered to employ a general business manager for the various institutions.

The board which had previously functioned for the Stonewall Jackson Manual Training and Industrial School was abolished by the act providing for the unified Board of Control.

Nature of Training Proposed

1. "That all inmates shall, if pos-

sible, be taught the precepts of the Holy Bible, good moral conduct, how to work and to be industrious."

2. "That they be instruted in such rudimentary branches of useful knowledge as may be suited to the various ages and capacities. The said children shall be taught such -useful trades and given such manual training as the board may direct."

Officers Provided for the Institution

The Act invested in the board of trustees authority to elect a treasurer, a superintendent, and such other assistants as they deemed necessary. They were empowered to fix their salaries, to define their duties, and to make any rules and regulations necessary for the management and conducting of the said reformatory.

Location of Proposed School

The Act provided that the board of directors "shall select a suitable place outside of and away from any city, town, village for the location of said school."

Type of Children to be Admitted

In the Act it was provided that the school would operate for the training and moral and industrial development of the criminally delinquent children of the state under the age of 16. The school was given the authority to "keep, restrain, and control them during their minority or until such time as they shall deem proper for their discharge."

Method of Commitment

Under the Act the commitments to the school were to be made by Judges of the Superior Courts or the Recorders or other presiding officers of the city or criminal courts.

Duties and Powers Vested in the Governor

The governor was required to visit the reformatory at least once each year. The Act also provided that the governor may by order "transfer any person under 16 years of age from any jail, chain gang, or penitentiary in this state to the said reformatory."

A Misdemeanor to Harbor Fugitives

In 1935 the General Assembly passed an Act which made it unlawful for any parent or other relative "to persuade or induce to leave, carry away or accompany from any state institution, except with the permission of the superintendent or any other person next in authority, any boy who had been legally committed by the courts of the state." This Act also made it unlawful for any person "to harbor, conceal, or give succor to any known fugitive from any institution whose inmates are committed by the courts. Any person violating the Act may be charged guilty of a misdemeanor and fined or imprisoned in the discretion of the court."

Conditional Releases and Discharges

The original Act establishing the Jackson Training School made no legal provisions for procedures in releasing and discharging boys from the institution. In practice it developed that the superintendent of the school and his co-workers devised their own rules and regulations. There was naturally a great amount of flexibility in the procedures that were followed.

On March 13, 1937, the General Assembly of North Carolina passed an Act that was designed to designate the

authority for releases and discharges. In the provisions of the Act the superintendent of the Stonewall Jackson Training School was given the "power to grant a conditional release to any inmate of the institution." It provided further that the releasing was to be done "under rules adopted by the Board of Trustees or managers of the institution." This Act also vested in the superintendent the authority to grant a "final discharge to any inmate of the institution" and such discharges were to be granted "under rules adopted by the Board of Directors or managers." The Act stated further, however, that if no final discharge were granted before the inmate arrives at his 21st birthday he would automatically be considered discharged.

There were no other statutes passed by the Legislature relating to the Jackson Training School until the session of the Legislature in 1943, when an Act was passed consolidating all the training schools of the state under one unified Board of Correction and Training. Under the provisions of this Act the unified Board employed for the Jackson Training School a superintendent who is charged with the responsibility of administering the affairs of the institution in cooperation with the State Commissioner of Correction and Training. The other provisions of this Act of the Legislature govern all of the institutions of the state, and no additional provisions were included governing the Jackson Training School alone.

CHAPTER III

Purpose and Function of the Jackson Training School, Past and Present.

At the time when the movement for the establishment of the Jackson Training School first originated in the state, no doubt the dominant idea was to establish an institution in which juvenile offenders of the law would be handled in about the same manner as were adult criminals of that time. Even among those who were the supporters of the new school the general thinking was in terms of separating the juveniles from the adults. When the bill was first drawn for the establishment of a school it incorporated the prison and penal features which were then being applied to the adult criminals.

However, when the act of establishment was passed by the Legislature the institution was designated as a reformatory in which the young boys who had violated the laws would be "detained and punished," but it provided also that they would be "taught doctrines of good morals, religion and how to work," and that they would "receive instruction in such rudimentary branches of useful knowledge as may be suited to their various ages and capacity." The purpose of these provisions was primarily that the boys might go through a period of special training, through which their lives would be rehabilitated so that they could become useful, self-respecting and self-sustaining citizens in their respective communities.

Always there was the thought that by taking these young boys away from their unwholesome environments while

they were still young, it would be possible, in a large measure, to direct or re-direct their lives into wholesome and useful channels of living.

In the state at that time and throughout the intervening years there were many unfortunate boys who were compelled to live in underprivileged, substandard homes and in unwholesome community environments, which made it almost impossible for them to succeed. Someone has written of these boys:

"Many of these boys have fallen among thieves who have robbed them of every opportunity to burgeon out and become what society expected of them. They were beaten by the hard lines that surrounded them, and unless they were carried to an inn where attention and care could be given them, no hope could be entertained for an adjustment to the society in which they were called upon to live. Not much could be expected from a group of such individuals, bound and held by an environment that bred only the worst traits of society."

Many of the boys sent to the training school throughout the years have come from broken homes, from homes in which there were conflicts and disturbances, and as a result the boys could hardly be expected to become anything other than nuisances to the community in which they resided. They are boys who have annoyed their neighbors and have become an ever-present hazard to the property of their neighborhoods. They are the boys who became truant in school and interfered with the school discipline. Many were sick socially, mentally, morally, and physically, because they had not had the proper treatment from any angle to put them on their feet and give to them an open road and an even chance to succeed in life.

Throughout the history of the school, those who have been directing the affairs of the institution have held firmly to the idea that this was not to be a penal institution, designed to adminster punishment to boys for their past wrongs. In the first biennial report of the superintendent of the training school, there is the following statement:

"You can't secure the genuine reformation of a boy by putting him into a prison. Besides being cruel, unfair, it is a mistake. Our institution is in reality, as well as in name, an industrial school. It does not smack of a prison. It has no stripes, no guards, no chains, no guns, no fence, no bars—it puts to practice in its fullest sense the honor system. The boys themselves regard it a strict school; their parents and the general public look upon it not as a prison but as a school. The hunger for their former wallow and a homesickness for the atmosphere recently left tempts a few to go away, but they are brought back. Who is it that does not hear a call? It's a brave man, with his powers developed who withstands this temptation. The boy snatched from his wallow and placed in an atmosphere a stranger to his former life, needs patience, needs to be taught how to resist, and can you wonder that several trials may be necessary in some cases to teach him how to stand and how to resist?"

Again in the 7th biennial report of the superintendent there is the following statement of purpose:

"The object of the School is to give opportunity to the underprivileged and the overprivileged boy. To take the unrestrained and the uncontrolable and teach them the joy and the greatness of ruling their own spirits.

"Most of the boys who enter here are those on whom all the agencies of society have been tried and failed.

The schools have done their best and have closed their doors in their faces. The Church and the Sunday School have failed to impress them with their great fundamental truth—oftentimes the probation officer has had his day but has failed in accomplishment and the citizenship of the community in which they reside class them as worthless, hopeless, beyond reclamation, etc.

"The work of the Jackson Training School is to take this lazy, worthless bunch of boys, many of them steeped in the poison of nicotine from cigarettes, untrustworthy, untruthful, still more of them ignorant, dirty and neglected, and to help them catch a vision of what they can become. Its work is to teach them to be decent in person, speech and act. To teach them to speak the truth, to be industrious, to obey God and be a man.

In the 10th report of the superintendent there is found the following:

"Boys should not be sent here as a punishment for their infractions of the law. The school is not a penal institution and does not attempt to administer punishment to a boy for his past wrongs. They are left behind him forever, so far as the Training School is concerned. All boys are allowed the freedom of the outdoors. The School tries to encourage a boy to lead a clean life, mentally, morally, physically, and to form correct habits. His record at the School is what makes him a good or bad 'prospect' in the eyes of the officers of the Institution."

The dominant purpose of the school program then throughout the years has been to offer to the boys opportunities for experiences in wholesome activities. These activites have included work experiences, going to school, and participation in religious exercises, and wholesome social living in groups. Always there has been the idea that every boy should learn as much as he could in the academic school department and that he should learn some useful trade, and that he should learn to be a congenial member of the cottage group.

Throughout the history of the school much improvement has been made in the total program of the school, and the opportunities have been increased throughout the years. There have been many changes and new adjustments as the leaders of the institution have attempted to follow the trends of their time and have been able to increase the facilities of the school. At the outset, of course, the opportunities for education and trade training were very meager, and it was necessary, through a long and slow process of development, to expand gradually both the facilities and the staff of the school.

At the present time, the conception of the training school is probably best expressed in the following definition:

"A training school is a specialized boarding school established for the purpose of understanding, re-educating, and re-training the child who is in conflict with accepted standards of social living, but who is not defective, psychotic, or physically disabled although he presents problems of maladjustment so extreme that he needs to be removed from the community for his own protection, or for the protection of persons and property in the community.

(To Be Continued)

He is only anxious about the future to whom the present is unprofitable.

SEA GULL TEACHES EXPERTS HOW TO OPEN AN OYSTER

By Bill Sharpe in We the People

The seagull is not a very scientific fowl, but he does know how to open shellfish pretty well, which is something mankind has not been able to learn in thousands of years of oyster-eating. The gull simply flies around, picks out a hard spot below him, and lets the shell fall. When this particular seagull let loose a clam over the sidewalk on Piver's Island, at Beaufort, N. C. it landed squarely on top of the head of Charlie Johnson, janitor at the U. S. Fisheries laboratory there. The gull did not complain, however for Charlie's head proved quite as effective an instrument as the sidewalk.

But the freakish accident started Dr. Herbert F. Prytherch, head of the laboratory, thinking about gulls and their ways with shellfish, because he has seen thousands of gulls drop shellfish not only on concrete but also on sandy beaches to get to their meat.

"If a seagull can do it, why can't a man?" he suddenly asked himself.

Some years ago his first important step in solving the oyster-shucking problem had started from another such lowly collaboration. A nationally-known expert on oysters, he was studying some of the numerous enemies of this delectable bivalve, includin the omnivorous starfish.

The starfish, as an oyster bar addict, is hardly matched in humanity. Dr. Prytherch once put nine starfish into a laboratory tank at Beaufort and in four months they had opened and eaten 1,400 oysters. But what fascinated him more than the gluttony, was to discover that the starfish is strictly on the beam in oyster-shucking. After years of observation, the scientist found that the starfish's method is both subtle and scientific. He simply wraps his arms firmly around an oyster and injects into it an unindentified anaesthetic. This naturral mickey finn induces the oyster to relax his muscles and open his shell. Then the starfish reverses the usual digestive procedure by inserting his stomach into the shell, and leaving it there until it has absorbed the meat.

That was when Dr. Prytherch asked himself the question; "If a starfish can do it, why can't a man?" and as a result came the first patent issued to Prytherch and to Dr. V. Koehring, then his assistant, for a process which is calculated to shave off three-quarters of the cost of getting oysters from their shells.

The process involved putting the oysters into a tumbling barrel under sprays of water for cleaning the shell; then dumping them into a tank of carbon dioxide (plain soda water). The oyster, a notorious drinker (he takes about 15 gallons of water in a day) immediately began imbibing was "put to sleep" and thus was easily shucked.

But the near Sighted seagull shanged all of that. A gull dropping a

shellfish on a sandy beach does not shatter the shell—he merely jars it. So Dr. Prytherch went back to the first step in his process—he tumbling-cleaning stage. He learned to his astonishment, that his second step—the narcoticizing—was not essential to opening oysters. Oysters put into the cleaning apparatus, and tumble vigorously for two minutes kept their shells closed until they were removed. Then they soon let out with a yawn which is very pleasing to shuckers. The cause of this is no more or less than shock which temporarily "knocks out" the oyster.

The new method, which was demonstrated before the Oyster Institute recently, is estimated by Dr. Prytherch to cut down the labor of shucking by three-fourths, and since shucking cost now runs around 60 cents a gallon, and there are millions of people who like oysters, the economic potentialities are apparent. Dr. Prytherch thinks the two methods—the tumbling and the narcoticizing—may be combined in some opeartions, since the tumbled oyster recovers and prudently shuts his big mouth in about 30 minutes. When he is dumped into the bath, however, he is really out on his feet. Incidentallly, the oyster man says the bath helps preserve the flavor of the meat.

Prytherch is one man whose oyster is his world. Graduated from Syracuse University in 1921, he has devoted all his professional life to marine biology, and oysters comprise his favorite scientlfic dish. It was Dr. Prytherch who discovered that copper was the stimulus which leads to oyster "setting" and thus is the agency largelly responsible for some waters being so prolific and others so barren, though they may be equal in degree of salinity, temperature and bottom conditions.

The oyster larvae (about 1-72nd of an inch long) swims vigorously around until it finds a smooth surface. A single foot then protrudes (yes, the oyster has a foot), which is used in climbing over surfaces.

In places where river water has supplied the brackish sounds and bays with the proper content of copped, the larvae is impelled by some mysterious tropism to cement itself to a clean, smooth surface—perhaps to an old shell—using for the purpose an extremely durable substance it secretes.

There the oyster settles down for a life filled with nothing more eventful than a continuous round of drinking—unless it is rudely disturbed by a starfish, or perhaps by one of the disciples of Dr. Prytherch's easy-opening school.

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It isn't the man who knows the most, but the man who knows the best that's wisest.

UNITED STATES AHEAD OF NAZIS

(The Monroe Enquirer)

The idea that German technical progress was far ahead of the work done by American technical men is definitely refuted by the report of Colonel William R. Lovelace, hero medical expert of the Army, who has just returned from Germany.

Col. Lovelace says that German scientist were instructed by high Nazi officials to burn their records, but instead, sealed them in metal boxes which were buried. These were dug up by his staff and German experts, he reports, readily supplied information and even offered their plans of research in connection with aviation.

The Colonel says that the United States was definitely ahead of the Germans in a majority of subjects, although some of the Nazi experiments and inventions were well worthwhile. He was particularly pleased with the "ejection seat," developed by the Germans to catapult fliers from planes when they were unable to bail out at high speed.

"This great contribution" to aviation went into action when a fighter pilot shoved back his canopy and pressed a button. A charge of cordite expelled him in an aluminum chair, clearing the tail of the plane and permitting the airman to release the chair, open his parashute and float down to earth. Our aviation experts are now working on a similar "ejection seat" taking advantage of the German experiments which were not perfected without fatalities.

Col. Lovelace says that the Germans were amazed that our P-51 fighter planes could maintain a superior ratio of kills over their jet-propelled aircraft and attributed this to our anti-blackout costume which enabled our airmen to outmaneuver the faster enemy aircraft. He says that the Nazis, who have no black-out suit, were perparing to copy our "B-suit," when the war ended.

The medical officer also reports that our oxygen equipment was far superior to that of the Nazis and that German scientist were surprised by the knowledge our airmen had of using oxygen and the physicology of flight in general. Some of them thought that the American boys knew more than many German flight surgeons.

Col. Lovelace says that the Germans first employed air for evacuating sick and wounded men in the Spanish Civil War, but were far behind us in this important life-saving measure. They used only one type of aircraft, whereas the Army Air Force equipt all cargo planes and some bombers with litter installations. Since Pearl Harbor, we have evacuataed 1,170,000 sick wounded men by air and can put 200,000 ambulance beds in the sky at once.

Another point of superiority reported by Col. Lovelace relates to the surgical and medical care of our fliers, which was far above that given German airmen. He was surprised at the German deficiency in equipment, in view of their painstaking re-

search, and pleased by the objective German reports describing the great value of our devices when captured.

In conclusion, the Colonel says that the fundamental research of the Nazis was as good as ours, especially in the optical experiments. Moreover, German doctors and scientists carried out wind speed tests on themselves up to more than five hundered miles an hour.

A note of cruelty appears in connection with experiments conducted by the Nazis upon political and war prisoners in order to find out how long it took a person to die when pushed into a barrel of ice water, No American prisoners were involved in these experiments carried on near Munich, but they numbered about twenty-five and resulted in the death of probably a half dozen prisoners. The Nazi scientists took data on respiration, temperature, blood pressure and compiled the results in pamphlets marked by the name of the man on whom the experiment was conducted.

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CROSSROADS

Victor Hugo once said: "Destiny is made up of crossroads." It is the crossroads in life that make the going hard—and interesting. Obstacles—red lights at the crossroads—confront us throughout life's journey. It is the obstacles in life that cause us to stop, look and think; three things we should do more often, to make our journey more nearly perfect. Let's not wish for a green light at every crossing, but hang up more red lights for ourselves and others. We are travelers all, journeying from the cradle to the grave, but do we always stop at the crossroads and look and listen, or heed the danger signs along the journey? Do we profit by the obstacles we encounter—trials, misfortunes, and troubles? Do the obstructed crossroads point a moral, or teach a lasting lesson? Let us not complain about the obstacles that seem to impede our progress, but rather profit by them. Experience is a wonderful teacher, and we need an occasional obstruction to bring us to a realization of things as they are.

—E. W. Libbey

RELIGION IN THE HERE AND NOW

By Rev. Norvin C. Duncan in The Morganton News-Herald

The announcement of the Atomic Bomb has stunned the whole world. Coming, as it has, as a climax to the most highly developed weapons of destruction in the history of the world, it leaves mankind in a state of fear and trembling. It has brought home to us as never before the fact that man has devoted so much of his energy, time and talent to the creation of engines of destruction, that he has far outstripped his moral and spiritual development.

Of course, everthing has within it a power of good or evil; it all depends upon the persons who have, and use, them. The use of things depends upon people. People with moral sense and spiritual insight can harness things to the moral and spiritual laws of the universe and make them serve the Divine purposes, and operate in harmony with His will. Then those things become forces and agencies in the high plans and purposes of God, and help to establish His kingdom upon the earth. When things are used contrary to His will they become instruments of destruction.

But who am I to criticize the scientist? He will only reply, and rightly, "I have only done what God told me to do. I have sought to discover the truth, as God has put it in my mind and heart. It is your province as a minister to create the moral sense, the spiritual character which will enable men to use the things which I create."

I think such criticism as that is true. The religious leaders must confess their own failures before they can criticize the scientist. They have done a good job, but we have failed much in creating the moral sense and the spiritual character which will enable mankind to rightly use its things. I listen to sermons on the radio, I read of plans for evangelism—yet I hear them turning everything to a life beyond. There is little instruction in Christian ethics, in right human relationships—how to live the Christ life in this world. It is all, or at least, much of it, an appeal to be saved, escape hell and go to heaven when you die. If salvation cannot affect this life in conduct and relationship in accordance with the Fatherhood of God and the Brotherhood of Man, what guarantee have we that it can affect any part of life. Thme World Charter is not merely the work of a political party, a nation, or a few nations; it is a necessity for the life of the world. It is a step in the right direction, and many more remain to be taken. Religion must come to have some reality in life or the world is doomed. Only in a world Brotherhood can the atomic bomb be an instrument for good. In a world of racial hatreds, injustices, selfishness and greed it can only be an instrument of destruction.

IN THE PATHS OF PEACE

(N. C. Christian Advocate)

We have determined to walk in the paths of peace rather than to follow the ways of war. As is well known liberty is not a bequest but a conquest; so is peace. Permanent peace must be won by the nations. The old slogan was "In peace prepare for war"; the present call is for the nations to prepare for peace now in the days of peace.

The efforts of the war lords and of all those connected with the armies and the navies will be to continue at full strength the armed forces, the same as when all the nations were engaged in the war effort rather than as now with the plan for peace. True, towns and cities and various organized groups will have their police forces. So the nations must have sufficient strength on land and water and in the air to keep the peace as is provided in the Charter of the United Nations, but this is far removed from a world in which the aggressor nations were relying on military might as did Germany and Japan. A world fully committed to the effort to walk in the paths of peace is far removed from a world armed to the teeth for war.

Would it not be absurb for each town and city to train its boys so as to be policemen fully ready to keep the peace when a mob forms? In a civilized community to secure a police force is a volunteer matter incidental to citizenship. The schools give themselves primarily to the work of making intelligent citizens able to carry on as peaceable and law abiding men and women in the home, the school and the church.

The big job before us as American citizens is to show ourselves worthy and sufficient to enable our Republic to continue our leadership for world peace as begun at San Francisco following the death and devastation of the present world war. A recent hopeful feature of this present hour is the widespread conviction that this prolonged effort for a one world of peace is but at the beginning. The peace is yet to be won. It is not a bequest of war but an opportunity for a conquest of peace. The chief bequest of war is death and desolation until the heart of man grows sick in its longing for peace.

The God disclosed in the Man of Galilee—one able to change the heart of man and enable him to walk in the paths of peace—is back of and in the support of our hope for a better world as permanent peace becomes the common lot of man. The rejoicing attending the end of the present war urges us all to become crusaders for world peace. Endowed with the faith that casts out fear, the hope that never dies, and the love that never fails, we are able with full assurance to walk in the paths of peace.

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Men believe that willingly which they wish to be true.

—Auerbach.

CHRISTIANITY ALONE CAN GUARANTEE PEACE

Lawson H. Cooke in Baptist Brotherhood Journal

There is much talk today of world peace. From platform and pulpit, in magazine and newspapers, men are proclaiming their pet formulas for an enduring world peace. Nations are discussing ways and means by which peace can be established and maintained. Machinery is being set up with the hope that, through its operation, peace can be made permanent. All of which is good.

The world will applaud every effort to prevent war, even to make wars less frequent. Any organization set up to settle international disputes by jurisdictional processes will have the support of all right-thinking, peace-loving people. Such an arrangement can mean much to the welfare of humanity.

However, and here is the weakness, when the peaceful efforts of a world council fail to settle the dispute, a world police force must move against the aggressor nation—and that's war! That is precisely the way in which the present world conflict started: Germany invaded Poland, and Great Britain declared war on Germany. In a few months, the whole world was on fire.

In discussing the subject of peace, it will be well to understand the fullness of the meaning of peace. We need to understand that peace is something more than the cessation of wars; something vastly more than economic adjustments and social securities.

If peace were simple "no more wars," then peace would be ushered in with the signing of the armistice. If peace could be established by legislative enactments, then we would have peace whenever a majority of the Congress voted, "Aye!" But it is not so simple as that.

Peace is a matter of personal responsibility and the proper relationships among individuals. Peace on earth is a matter of good will toward men. To be universal, it must be unanimous. To be enduring, it must rest upon the principles for governing human relationships as enunciated by Jesus. Superficial regulations will not produce peace; force cannot maintain it.

The only guarantee of permanent peace is a change of heart; the only thing that can change a man's heart is religion; the most reasonable and reliable religion is Christianity. Therefore, an enduring peace can be brought about only through the unhampered exercise of the individual's religious inclinations in a more dynamic program of practical Christianity.

Wherever, and whenever, religion is restricted, and the individual's inalienable right to worship God is denied him, there will be resentment and rebellion. There can be no such things as a non-religious peace. Religion is the very essence of peace.

Freedom of religion is the foundation from which the structure of peace must rise. "Except the Lord build the house, they labor in vain that built it."

THE BUILDER WEARS THE CROWN

(N. C. Christian Advocate)

Few destructive critics know how little their efforts amount to in the long course human events. Only the constructive worker counts. As the coral islands rise on the dead bodies of millions of workers, so the conquests of marching civilizations are made by the contributions of toilers many and varied. The pyramids, St. Peter's and London Bridge tell the same story. The cities built and the lines of commerce thrown out to the ends of the earth in this new land stresses the story of the ancient world. But those who work in stone and in things material are not a peculiar lot. The workers with moral and spiritual forces are of superior worth. And the products of their efforts are eternal.

Jesus dealt not with tools and engines devised to work with material things; he worked with moral and spiritual forces. Souls of men and eternal realities enlisted his abiding interest. He came not to destroy men's lives but to save them. The growing seed and the growing child were his favorite illustrations. Not the destructive but the constructive had first place with this builder of a kingdom—of the kingdom of heaven.

How often the destructive bolt is substituted for the patient, constructive effort! A bolt out of the blue can destroy the giant of the forest which has been a hundred years in the making. The noise appeals to the senses, but the result does not win the approval of men. Often a preacher allows someone to befool him to the death with some such observation as this, "I tell you, you hit us today." Of course that deceptive brother means, "You hit the other fellow."

Fault finding and destructive criticism is too often substituted for constructive criticism and a genuine effort to build up in the Christian faith those who hear. The men and women who count, both lay and clerical, are those who stress the constructive effort. The mothers of the world count for most because they build characters and set the feet of boys and girls in the long dusty way of life along which pass the multitudes that wear the crowns. The cynics, the knockers, the destructive fall on the junk heaps of the world. Samson is found among his own ruins. The most constructive worker of all the ages leaves behind him an empty tomb and promises a crown to all who are faithful to the end. The laurel is for those who do not look behind; the jubilations of the capstone await the builders.

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He who has conferred a kindness should be silent; he who has received one should speak of it.—Seneca.

NEWS OF FORMER STUDENTS

Superintendent Hawfield recently received a letter from Lee Turner, a former member of our printing class, who has been in the United States Navy about two years. Lee entered the School, December 2, 1942, and was released, September 20, 1943, when he enlisted in the Navy. Lee went directly from the campus to a naval training station. His letter was written from the Pacific area, where he is serving as a boiler-maker, first-class, aboard a carrier, and it reads as follows:

"Dear Mr. Hawfield: I don't suppose you remember me. I am one of the boys who worked in the printing shop. I joined the Navy from the School. I am very thankful for what the School and its officials did for me, but can't seem to find the words to express my appreciation. The Training School has done more for the young boys of North Carolina than any other school could possibly do. The boys who attend there are given a chance to become the leading men in the state.

"As you know, I entered the Navy in 1943, and was first sent to a training station, where I remained for only two months. I was then transferred to a ship, a destroyer, the USS O'Bonnon. We sailed out of Norfolk, Virginia, and came to the Pacific. The first battle we were in was the Battle of Guadalcanal. It was really bad, and I was so scared my knees were about to break each other. I was standing watch in the engine room the first day. On the second day, I was running about on deck, when all at once I heard a Jap plane. It was so close that nobody had time to duck. A bomb was dropped and it exploded just as it hit us. I got a piece of steel in my leg, and was later awarded the Purple Heart. By this time it was getting late in November, 1943. After five days of continuous fighting, we returned to Pearl Harbor for repairs and supplies. My leg was getting better by that time, and I could hobble around a little, and two weeks later I was in fine shape.

'In January, 1944, we and the cruiser Helena ran into a Jap task force going to the Fiji Islands. In that sea battle, which lasted almost two days, we shot down forty-four Jap planes, sank six cruisers and five destroyers. We lost one cruiser, the Helena. We also made a torpedo run on a battleship, but don't know whether we sunk her or not. I think we did. It was at night and we could not tell exactly. The members of our crew were awarded the Presidential Unit Citation for probably sinking a Jap battleship.

"I really don't have much more to say. I am a Boiler Maker, First-class, which is next to the highest rating you can hold as an enlisted man. When we got off the O'Bonnon, I was allowed to wear the following battle and campaign bars: The Purple Heart, for wounds received in action; the Presidential Unit Citation, for making a torpedo run on an enemy battleship, probably sinking her; the Admiral's Letter of Commendation, from the admiral of all fleets—can't tell you what it is, "secret;" the American Theatre of War bar; the European Theatre of War bar; the Asiatic Theatre of War bar (with thirteen battle stars on it.)

"I really think I have seen my part of this war of hatred, and am glad it is over. Hope there will never be another one.

"Was in Hollywood the other day and saw several of the movie stars, also saw them make a picture. It was really interesting. Will you please tell Mrs. Hawfield and Mr. Godown 'hello' for me? Tell Mr. Godown I would like a copy of The Uplift as soon as possible and as often as possible. Will probably be home on leave soon, and will get around to the School if possible. I'll never forget when I used to be a house boy at the Administration Building, with Massingill and Johnny.

"Mr. Hawfield, I would appreciate it if you would answer my letter and tell me how you think my record was at the School. Will say again that I enjoyed being there, except for a little home-sickness at first. I do hope you can keep up the wonderful work. Your friend, Lee Turner."

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OLD AGE—THE INDIAN SUMMER OF LIFE

Some one has well said that of all the seasons of the year in our American climate there is none so tender, so beautiful, so weird and unearthly, so fascinating and perfect as the Indian Summer. After the buds, blossoms, heat and harvests of summer after the autumn of fruits and frosts, when the forests are mantled in crimson, fire and gold, when chill winds and vagrant snow warn of the approach of ice-manteled winter, then some invisible hand sezes the galloping steeds of the seasons and reins them up suddenly for a few days, while earth, air and sky weave around the weather-beaten brow of the year the golden crown of Indian Summer. The sun pours down a soft and dreamy golden light; the sky is robed with a delicate, purplish gauze that seems to float everywhere; the air is balmy and caressing. There is a bewitching charm in the unearthly spell that has been cast upon nature

"November leads us through her dreary straits;
To find the halcyon Indian Summer days,
Where sitting in a dreamy, solemn haze,
We catch the glimmer of the jasper gates,
And hear the echo of the Celestial praise."

And so God designs old age to be the Indian Summer of life—the gentlest, the tenderest, the most beautiful of all of life's seasons, for he says, "And even to your old age I am he; and even to hoar hairs I will carry you; I have made and I will bear; even I will carry and deliver you." God's special care and love for old age marks it as the Indian Summer of earth's pilgrimage.—Selected

SUNDAY SERVICE AT THE SCHOOL

Rev. E. S. Summers, pastor of the First Baptist Church in Concord, preached to the boys at the School last Sunday afternoon. Mr. Summers brought his usual delightful message, and the boys were greatly delighted with his visit. Accompanying Mr. Summers to the school were Mr. and Mrs. Harry Arrowood and Mrs. E. A. Jackson, formerly Miss Sadie Bunn. Mr. and Mrs. Arrowood sang two beautiful duets for the boys, and they were accompanied at the piano by Mrs. Jackson. The School extends to these people a cordial invitation to repeat their visit soon and often.

Mr. Summers read for a Scripture lesson the first ten verses of the 6th chapter of Ephesians. He used as his text the words of this phrase: "In the Lord."

Mr. Summers explained to the boys that when the lives of people are anchored in the Lord they are always transformed into beautiful Christian lives. In this connection he compared the beauty of the starling bird when it is flying out in the sunshine. If the bird is observed in a drab and colorless environment is is not very attractive, but out in the sunshine it becomes very sleek and beautiful. So it is with people when they are in contact with God. Their countenances become beautiful. When one's life is in contact with God, it is somewhat as the electric bulb which is placed in contact with the power house, and because of this contact it becomes a glowing light in the darkness. When the lives of people are in the Lord, the speaker declared, then there are certain lights in the souls of those people.

First, there is the light of divine hope. People who have placed their hands in God's hand have a much firmer basis for being hopeful of greater things in their lives. For instance, God told the people of olden times that if they would be obedient to His laws they could have the hope of living longer, in this way. If the world is in touch with God, since the Allies have now won the war they may have a better hope of winning the peace.

In the second place, those in touch with God have the light of faith in their hearts—that is, faith in themselves and their own ability, and they know their lives are anchored in the Lord. People who are in the Lord have the benefit of deep convictions. Sometimes an individual may be a braggadocio type of person and pretend that he can do great things, but his faith is superficial.

In the third place, there is a lamp of love lighted for those who are in the Lord. Those who identify themselves with God learn to do good to their fellowmen because they love them. The carnal things of life are ruled out, and they live in the spirit of love.

In the fourth place, there is the lamp of desire for daily labor. A person who is lazy or trifling not only cheats himself but he cheats everybody else. He never participates in the joys of doing good, but the Christlike person is alert and full of energy.

Finally, the lamp of humon service is lighted in the lives of those who live in the Lord. Every person who rightly understands his relationship to others knows full well that every person is, to a great extent, responsible for his fellowmen. It was explained to the boys that if there are twenty-five boys in any cottage at the School each boy is to a large extent responsible for every other boy in the cottage, and only by manifesting a spirit of brotherly love and service toward others can we fulfill our Christian duty.

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SHOULD MAKE PLOWS OF JAP MACHINERY

The Japanese war machinery should be converted into plow shares, declared Agriculture Commissioner W. Kerr Scott recently as he urged the establishment of an agrarian nation in Japan.

Pointing out that "farmers are the most peaceful people on earth," Scott suggested that Japan be deprived of all machinery except that needed in the cultivation of rice, wheat, oats, corn, barley, tobacco and beans, the principal crops grown by the Nipponese.

"Peoples regarded as naturally belligerent and pugnacious should not be permitted to use their machines to drive the remainder of the world into bankruptcy every generation," said Scott in referring to World War II as a "trillion-dollar conflagration."

By carrying on their agricultural pursuits and fishing as they did in the twenties, the Japanese can become a happy and contented people, according to Scott.

He said that Germany as a highly-developed agrarian state should be able to feed "virtually all of Europe."

Scott asserted that Japan proper in the 1930-34 period devoted 7,885,000 acres to rice each year; 1,356,000 acres to wheat; 86,000 acres to tobacco (about equal to the border belt); 115,000 acres in corn (a little more than Robeson county). The Japanese grow about twice as many cattle as North Carolina and about the same number of hogs.

Before being invaded by the Japanese, Manchuria was producing 170,000,000 bushels of soybeans per year as against 103,000,000 in the United States.—Mooresville Enterprise.

COTTAGE HONOR ROLL

Week Ending September 9, 1945

RECEIVING COTTAGE

Thomas Brantley
Claude Bridges
George Bridges
Samuel Dill
Dean Harris
James Perkins
James Teague
Vernest Turner
Frank Westmoreland

COTTAGE No. 1

(No Honor Roll)

COTTAGE No. 2

Walter Byrd
Rufus Driggers
Gerald Johnson
Chester Lee
Howard Manus
Robert McDuffie
James MacMahan
Barney Mills
James Norton
Knox Norton
William Phillips
Melvin Radford
Van Robinson
Russell Seagle
Kermit Wright

COTTAGE No. 3

Thomas Childress
James Christy
Hugh Cornwell
Robert Jarvis
Robert Lee
Robert Peavy
Donald Redwine
Kenneth Staley
William Ussery
Clyde Wright
James Maloney

COTTAGE No. 4

Phil Batson
Paul Carpenter
Harrison Dula
John Fine
Eugene Grice
Gene Hudgins
Robert Hogan
Hobart Keaton
Ray Miller
James Parker
Leroy Pate
Ernest Turner
James Wigginton

COTTAGE No. 5

Charles Gibson
Thomas Session
Robert Woodruff

COTTAGE No. 6

Coy Creakman
Richard Davidson
Keith Futch
Earl Gilmore
Billy Hawkins
Clyde Hoffman
George Jones
Nolan Morrison
Jerry Oaks
James Walters

COTTAGE No. 7

(No Honor Roll)

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Albert Allen
R. C. Combs
William Harding
Defoye Inman
Clifton Kerns
Eugene Peterson

COTTAGE No. 10

Jesse Black
Raymond Byrd
Thomas Cottrell
James Hensley
George Hill
Leonard McAdams
J. C. Michael
Ray Taylor

COTTAGE No. 11

Donald Bowden

Earl Greene
Charles Bryant
Charles Davis
William Faircloth
Jack Gentry
Alvin Hilton
James Holleman
Thomas Hyder
David Isenhour
Lee Lockerby
Arlon McLean
Kenneth McLean
James Phillips
Robert Phillips
Leon Rose
Martin Walters

COTTAGE No. 12
(Cottage Closed)

COTTAGE No. 13
William Andrews
Fred Boston
William Black
Charles Gordon

COTTAGE No. 14
Clyde Bustle
Howard Hall
Howard Holder
Reeves Lusk
William Lerschell
James Milloway
Landon McKenzie
William Rogers
John Roberts
James Shook
Grover Shuler
Jerry Smith
J. H. Smith
James Spence
Thomas Stallings

COTTAGE No. 15
(No Honor Roll)

INDIAN COTTAGE
(No Honor Roll)

INFIRMARY
(No Honor Roll)

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BIRTHDAYS

In The Uplift, we plan to annouce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of September 16, 1945

September 16—Bobbie Joe Duncan, Cottage No. 3, 11th birthday.
September 16—J. B. Wilson, Cottage No. 9, 15th birthday.
September 17—Calvin Owens, Cottage No. 11, 14th birthday.
September 18—William Harold Lane, Cottage No. 10, 17th birthday.
September 18—Elmer Sutherland, Cottage No. 6, 11th birthday.
September 19—Robert Holbert, Cottage No. 1, 18th birthday
September 19—Ralph Gibson, Cottage No. 9, 14th birthday.
September 20—James Williamson, Cottage No. 13, 15th birthday.
September 21—Herbert Hoover Murphy, Cottage No. 7, 12th birthday.

THE UPLIFT

VOL. XXXIII CONCORD, N. C., SEPTEMBER 22, 1945 No. 38

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SHARING

Is thy cruse of comfort failing?
Rise and share it with another,
And through all the years of famine
It shall serve thee and thy brother.

Love divine will fill thy storehouse,
Or thy handful still renew;
Scanty fare for one will often
Make a royal feast for two.

—Selected.

Published Weekly By
THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

THE UPLIFT STAFF

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ALUMNI NEWS REPORTERS—C. B. Barber, Leon Godown.

FACULTY ADVISOR—J. W. Hines.

OFFICE REPORTER—Miss Ellen Niblock.

REPORTERS—John Allen, Leonard Bradley, Robert Flinchum, Gerald Johnson, William Poteat, J. D. Perkins, Donald Redwine, James Sneed, Theodore Young.

SPORTS WRITERS—Coy Crabtree, Leonard McAdams, Edward Renfro.

BOY SCOUT REPORTERS—Robert Flinchum, Bruce Sawyer.

INDIAN COTTAGE REPORTERS—Frank Chavis, Thomas Chavis.

LINOTYPE OPERATORS — Charles Allen, Liston Grice, John Linville, William Poteat, and Thomas Stallings.

CLASS IN PRINTING—Ray Edwards, Garmon Hubbard, Barney Mills, Jack Oliver, Thomas Wansley.

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The Uplift

A WEEKLY JOURNAL

Published By

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S. G. HAWFIELD, Editor — LEON GODOWN, Printing Instructor

WHATEVER THE WEATHER MAY BE

That inimitable "Hoosier Poet," James Whitcomb Riley, had a way of writing a lot of common sense in a popular fashion. He was truly a poet-philosopher of the common brand. No wonder he was loved by thousands in his day, and is still read with greatest delight. There is much in what he says below:

"Whatever the weather may be," says he—
"Whatever the weather may be,
It's plaze, if ye will, an' I'll say me say,—
Supposin' today was the winterest day,
Wud the weather be changin' because ye cried,
Or the snow be grass were ye crucified?
The best to make yer own summer," says he,
"Whatever the weather may be," says he—
"Whatever the weather may be!

"Whatever the weather may be," says he—
"Whatever the weather may be,
It's the songs ye sing, an' the smiles ye wear,
That's a-makin' the sun shine everywhere;
An' the world of gloom is a world of glee,
Wid the bird in the bush, an' the bud in the tree,
An' the fruit on the stem o' the bough," says he—
"Whatever the weather may be," says he—
"Whatever the weather may be," says he—
"Whatever the weather may be!

"Whatever the weather may be," says he—
"Whatever the weather may be,
Ye can bring the Spring, wid its green an' gold,
An' the grass in the grove where the snow lies cold;
An' ye'll warm yer back, wid a smilin' face,
As ye sit at her heart, like an owld fireplace,
An' toast the toes o' yer soul," says he—
"Whatever the weather may be," says he—
"Whatever the weather may be!"

—**The Reformatory Herald.**

GIRDING FOR A NEW DAY IN EDUCATION

The story of public education in North Carolina is one of the most thrilling and inspiring chapters in our history. It represents a ceaseless struggle as determined and courageous as that upon any battlefield upon which our sons have fought. Through all the years of history there has been the recognition of the fact that only through the raising of the level of intelligence of all our people could we deal effectively with the various social and economic problems which have confronted us in the different eras. Even when the state was enduring the darkest hours, there have been those courageous leaders who have championed the cause of better schools.

At the present time the state finds itself face to face with new problems in education which are just as significant and as extensive as any that have faced us in other years. There is a call for new emphasis upon education and for a full understanding of the issues now involved. Before our very eyes we are now beginning to witness the endless stream of returning soldiers as they gradually but surely make their way into the avenues of civilian life. These young men have had awakening experiences which have implanted in their lives new visions and have moved back their horizons far more than any of us will ever know. A good proportion of these young men are coming back and facing the new day without having proper training and education for life. The government, through the GI Bill of Rights, is offering to them the privileges of an education at government expense. No doubt, many of them are yearning for an education, for it has dawned upon them with a new emphasis that education of the right sort is a highly desirable possession. One of the deep tragedies of this situation, however, is that for so many of these boys whose education has been sadly neglected in other years, the opportunities for an education now seem so remote and so difficult to attain.

A good many of our returning soldier boys have outwitted the enemy and played the parts of heroes on battlefields throughout the world. Now they come to that point in life when they face an inward struggle which for them is far greater than the struggle through which they have just passed. During their service in the war, plans were made by those who were high up, and orders were issued

down the line. Their only responsibility was to execute orders which had been planned by others. Now they find themselves charting their own course, and they will obey only the orders of their own spirits.

The returning soldiers who decide to re-enter some school, no doubt, will demand that education have a greater emphasis than ever upon vocational features. They have witnessed the many instances in which specialization was of supreme importance. Some of these veterans have been pilots of airplanes; some have been gunners; some have belonged to the intelligence department; some have operated anti-aircraft guns; some have served in the Navy. In all situations there was a high degree of specialization. Evidently the new day in education, if it is to meet the needs of the hour, will be an era of specialization. Thus, the education which will meet the needs of these boys, of necessity must be a combination of work experiences and book learning. Much of the education which has been done in the camps has been done through visual education, too. All the problems relating to the education of returning soldiers have their implications for those who have never served in the army.

Throughout all the history, there have been far too many parents who, because they were illiterate or ignorant, have been utterly disinterested in the education of their children. They have permitted their children to roam the streets and the highways and to loiter around places of indecency, when they should have been carefully guiding them in the pathways of education. For many years it has been necessary to foster and promote a system of compulsory education in order to do something about the parents who were unwilling to assume the responsibilities for their children.

Then, too, the state has suffered from a large proportion of the young people who were impatient to get out of the schools and begin to earn small wages. They have permitted themselves to be dazzled by the glamour of a few measly dollars, when they could have equipped themselves to earn decent salaries.

Furthermore, the schools themselves, in too many instances, have fallen short in their programs. They have been lacking in the vitalizing experiences which would appeal to many boys and girls, because they have been too classical and too greatly divorced from the real

problems of life. In too many instances it has been true that many of our fine young men, who are the products of our schools, have been aimlessly wandering about in civilian, life without any trade training or without any goal or purpose in life. For many it has been said that they were much better off in the army than they were in civilian life. The school must share its part of the indictment for this state of affairs.

In the days ahead, the schools must have as their chief goal to meet the needs of the boys and girls, the young men and the young women whom they serve from day to day. We are face to face with this problem, and unless we fulfill our obligation the indictments of the future years will be much more bitter than they have been. Even when we do the best we can, it will be found that only those who are ambitious and have great determination will avail themselves of the opportunities of education.

* * * * * * * *

CONSTITUTION DAY ANNIVERSARY

Today the United States stands at the zenith of her fame and glory; she is honored and respected among the nations of the earth, above all. Today the American flag proudly flies in the capitals of conquered nations, because of the invincible strength of our armed forces. Today the American flag, as never before in all history, is the grandest symbol of liberty, freedom and justice. It is honored and respected above all other flags. There is, of course, a fundamental reason why this is so.

Here in the United States we have boundless natural resources; we have vast store houses of wealth; we have inventive genius; we have an indomitable courage and will to move against even the best armed forces in the world. Then, back of all this, we have the finest form of democratic government, which is really the envy of all the world.

In American history, September 17 is known as Constitution Day. It was on this day in 1787 that the final touches were added to the writing of the most significant document in the history of the republic. It was on this date that the historic paper, conceived in the

brilliant minds of that day, was signed by the thirty-nine members of the Constitutional Convention assembled in the city of Philadelphia. Sixteen of the original fifty-five delegates either refused to sign or had departed to their homes. This year marks the 158th anniversary of the signing of this immortal instrument of government.

The Constitution of this country rates as the greatest document of government ever written in the entire history of mankind. Throughout its long history it has stood out as a model for government among the nations of the world. Primarily, it is a model in democratic representative government. William Gladstone, the former prime minister of England, described it as "the most wonderful work ever struck off at a given time by the brain and purpose of man." Truly, it is a great document. During its existence of a little more than a century and a half, it has been amended only twenty-two times, and ten of these amendments were contained in the Bill of Rights, which was practically a part of the original document. These few amendments give eloquent testimony to both the wisdom and the sincerity of those who designed and devised this great instrument. Adequate provision was made for the amending process by the genius of those who produced it. They made it such that it was run like a golden thread through all the activities represented in the growth of the American nation.

Throughout the intervening years, the constitution has stood as the safeguard of the rights of all the Americans. It has been an indestructible guarantee against infrigements of personal liberty and against discriminations towards individuals or classes of citizens. It contains the most nearly perfect framework that has ever been formed.

It is fitting that the American people proclaim on Constitution Day the grandeur of this great document. It is probably true that we have not celebrated this day with as much enthusiasm and interest as we should, but we of this day and generation owe so much to it.

Elsewhere in this issue may be found a tribune to our Constitution, uttered by Senator Clyde R. Hoey, as he adressed the civic clubs of Charlotte.

BILLY PEEDEN REMEMBERS THE NUMBER TEN COTTAGE

It has just been learned that William (Billy) B. Peeden, who formerly lived in Cottage Ten, has sent the boys of that cottage a huge package of magazines. He did this because of his desire to bring some cheer and joy to these boys, and also to show them that he has remembered all the good things that the cottage and the school did for him while he was here.

Billy came to the school from Wilson, N. C., and after he was released our information is that he made good and that he is holding a responsible position with a railroad in that part of the state. All of us here were delighted to hear from him again, and the boys were truly grateful for this gracious deed on his part.

Among the magazines which came to the boys were the following: "The State," "Brotherhood of Locomotive Engineers," "Baseball Magazine," "Life," "Look," and "Pic."

BIRTHDAYS

In The Uplift, we plan to annouce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of September 23, 1945

September 23—Harry Thompson, Cottage No. 1, 14th birthday
September 23—Charles M. Young, Receiving Cottage, 16th birthday.
September 25—Richard Johnson, Cottage No. 9, 16th birthday.
September 29—Ernest Alvin Turner, Cottage No. 4, 16th birthday.
September 29—Vernest Calvin Turner, Cottage No. 9, 16th birthday.

LOCAL HAPPENINGS

By Thomas Stallings, 8th Grade

New Boys

By Hugh Cornwell, 9th Grade

There were five new boys who entered the school department on September 15th. The ones who entered the eighth grade were Herman Hughes and Vernest Turner. One boy, Henry Coffey, was placed in the sixth grade. Glenn Evans was placed in the fourth grade and Elbert Gentry was placed in the second grade. We hope that these boys will make good in their work.

Hair-Cutting Time

By Arlon McLean, 9th Grade

Mr. Adams and some of the boys started cutting hair a few days ago. They started with the ninth grade boys and we were very happy to get our hair cut. This is the first time since August 16th, and it needed to be cut. They did a good job on all the ninth grade boys' hair. The boys working in the barber shop with Mr. Adams are Lawrence Allen, Thomas Brantley, Dean Harris, Harry Matthews and Leonard McAdams.

More Boys Are Released

By Hugh Cornwell, 9th Grade

Several of the boys have been released from the Training School within the past week. Practically all of them will enter the public schools. The boys who have been released very recently are as follows: Earl Greene, Boone; Ralph Cranford, Wadesboro; Robert Flinchum, Draper; J. W. Smith, Kings Mountain; Robert Bradbury, Charlotte; Clyde Bustle, Salisbury; Ray Taylor, Greensboro; Jerome Duncan, Marion; Joseph Lane, Micaville; J. C. Cayton, Winston-Salem; Grover Shuler, Bryson City; and Kenneth Hankins, Leaksville. We know that there will be others leaving soon, and for all who go home we wish the very best of success.

Our Radio Broadcast

By Harvey Leonard, 9th Grade

A group of ninth grade boys went over to WEGO to sing a few songs over the radio last Tuesday. The songs used were as follows: "Praise Him, Praise Him," "A Shelter in the Time of Storm" and one stanza of "Have Thine Own Way, Lord." The boys who sang were the following: Robert Flinchum, Harvey Squires, Edward Renfro, George Hill, Thomas Cottrell, Raymond Byrd, Garmon Hubbard, James Hensley, Gerald Johnson and Harvey Leonard. Mr. Hawfield's talk was on the establishment of an institution for minors in this state.

The Show

By Edward Renfro, 9th Grade

The picture on Thursday night of last week was "Two Girls and a Sailor." This was a Metro-Goldwyn Mayer production. It was the longest picture we had seen in a long time, and there were six and one-half reels. We all thoroughly enjoyed seeing it.

One boy said that it was the best picture he had seen in a long time.

Why I Like the Training School

By Vernest Turner, 8th Grade

I have been here at the Training School one month, and there are several things that I like about it. I like the boys very much for there are several of them who have tried to help me during the first month that I have been here. I like the school department for I like the principal and the teachers. I like the cottage where I live a great deal, andI know that I am going to like my work in the printing office. I have not begun to work there yet. I shall begin next week. I know that I shall enjoy singing with the other boys in the church choir over at Concord and also singing over the radio with them during the "Jackson Training School Hour." One thing that I have not liked about being here is the fact that I was sick in the infirmary for five days.

What I Have Been Doing at J. T. S.

By Herman Hughes, 8th Grade

Ihave been having a good time at the School for I have been doing the kind of work that I like. I have been picking beans and tomatoes and working at the cannery. I have been gathering apples. I am doing farm work, which I enjoy very much. I have done farm wark before, even though I have lived in town. I worked on my uncle's farm. Here at the School I have had a very good time playing, too. I have been pitching horse-shoes and playing football. I have a good time here on Sundays. I am looking forward to going to church next Sunday. I like the shows and the 'swims," too.

Chapel Program Last Friday

By Edward Renfro, 9th Grade

On Friday morning, September 14, Mrs. Hawfield's first grade class had charge of our chapel program. The program opened by all singing "Trust and Obey," followed by "America." Then Mrs. Hawfield read us a Bible story about Daniel. After that a group of first grade boys sang a number of songs, played games and recited readings. Some of the songs were the "Echo," "Choo-Choo Train" and "Here Comes the Postman." One that I especially enjoyed was "Thank God for Little Children." The closing number was a song by all, and it was "Somebody Did a Golden Deed."

Our New School Room

By Jack Gentry, 9th Grade

A new school room has been cleaned up by the carpenter shop boys. This room had been used by Mr. W. M. White as a storage room. He is moving to another room on the other side of the building. That room has been remodeled, also.

Mr. Hawfield said he might let the Indian boys move from their other room to the one being remodeled now. The old plastering and ceiling have been torn down in the room, but some sheet rock is going to be used instead. Mr. A. L. Carriker and the boys are doing a fine job on this room.

B. T. U. Meeting—Intermediate Group

By Jack Gentry, 9th Grade

Mr. Puckett first led us in prayer.

He then asked who could name all the books in the Old Testament, and some said they would learn them. Mr. Puckett then named all the books in the Old Testament. He then talked about how much the Bible meant to us. We were dismissed by Ralph Gibson.

B. T. U. Meeting—Junior Group I

By Robert Jarvis, 6th Grade

First on our program all three groups met in the auditorium, and then we sang a song entitled "The Old Rugged Cross." Rev. Mr. Summers and Mr. Puckett each made a short talk. After this Mr. Hawfield and Mr. Hines spoke to the boys. We were very glad that we could have Mrs. Liske to play the piano for us. We had two visitors, Mrs. Summers and Mrs. Puckett.

Next we went to our classrooms. Rev. Mr. Summers, who was in charge of our group, led the first song. We had prayers by Clifton Rhodes and Talmage Duncan. Then our leader recited a verse from the Bible. It was "The eternal God is thy refuge and underneath thee are the everlasting arms." We are going to memorize the First Psalm.

B. T. U. Meeting—Junior Group I

By James Maloney, 3rd Grade

Mrs. Summers and Mrs. Puckett were in charge of our group. Everyone was present. Mrs. Puckett first talked about a little boy who was honest. He always kept his promise. We all enjoyed hearing about this honest boy. Mrs. Summers read a chapter from the Bible about how God cares for us and helps us. We studied one Bible verse, Ecclesiastes 9:10. We closed our meeting by praying the Lord's Prayer.

Cub Scouts Plan Circus

By Thomas Stallings, 9th Grade

The Cub Scouts of the Training School are planning to take part in the pre-Hallowe'en circus on October 25th. It will be held at the Concord Armory.

Scout Executive Gerald E. Ashwell said that detailed plans, even to the instructions for their own menagerie were going to be worked out by the Cubs with the help of the Cub-Master and Den Mothers.

All of the Cub packs will take part in the grand entree and flag-raising ceremony.

This is going to be a gala event. First, there will be a parade at 7 o'clock. Second, the Cubs will exhibit pets raised and trained by themselves. Then one boy from each den will take part in the sack race. Third, there will be a circus animal act. All of the animals used in this act kill be made by the boys of the various dens. Fourth, there will be a "Ben Hur" chariot race. Fifth, will be one of solemn thinking, which will include the Cub song, the Cub promise, the graduation ceremony and the benediction.

Rev. E. B. Jeffress, who is chairman of Cubbing for the central North Carolina Council, has recommended that each Cub pack arrange a side show, for no circus would be complete without them.

A poster contest is also planned with first, second, third and fourth place posters winning prizes. The posters are to be prepared ahead of time and used in the advertising the circus. All of the Cubs at the School are looking forward to this circus.

HISTORY OF STONEWALL JACKSON TRAINING SCHOOL

By S. G. Hawfield

There is being prepared a history of the Stonewall Jackson Training School Since the School has been in operation over a period of approximately thirty-six years, the preparation of this historical sketch involves a considerable amount of investigation and research. Later on, the history will be published by the North Carolina Historical Commission. Already five chapters or divisions of the School's history have been completed, and the plans are to print these in THE UPLIFT, our local magazine from time to time.

The chapters which are complete are as follows:

Introduction.

Chapter I. Development of the sentiment for a training school in North Carolina.

Chapter II. Legislative enactment creating the Jackson Training School, and subsequent amendments.

Chapter III. Purpose and function of the Jackson Training School, past and present.

Chapter IV. Early beginnings of the institution.

Chapter V. Gifts and bequests.

(Continued From Last Week)

CHAPTER IV

Early Beginnings of the Institution.

At the beginning the Stonewall Jackson Manual Training and Industrial School faced many difficulties and hardships. The initial appropriation by the General Assembly of $10,000 for the establishment of the institution was far too inadequate for such a project, and those who were charged with the responsibility of starting the institution really faced an almost impossible problem. Had it not been, of course, for their vision and steadfast purpose, they would have given up at the very beginning. The meagerness of the appropriation meant that they had to operate, to a large extent, upon faith and upon the generosity of the friends and promoters of the new institution.

The first meeting of the Board of Trustees of the new school was held in the Senate chamber in Raleigh on September 3, 1907. Governor R. B. Glenn had summoned the members of this Board to this meeting, and at that time he "impressed on the board that it was undertaking an important task, with difficult obstacles", but he stated that since the work was so necessary and so important all should meet the task with earnestness and hope. At this meeting a temporary organization was formed with the following officers: J. P. Cook, Chairman; J. H. Tucker, Vice Chairman; Dr. H. A. Royster, Secretary; Ceasar Cone, Treasurer. At a later meeting held in Greensboro the temporary

organization became the permanent one.

The new board advertised for bids for the site of the new institution, requesting that not less than 200 acres of land be made available. The discouraging feature about the proposals was that the prices asked for the different sites were almost equivalent to the total appropriation, which seemed to mean that the entire project was doomed to failure. When this became true, the board unanimously agreed and determined that the site for the institution would have to be a free donation and that it should be healthfully located and be where the usual crops of the state could be successfully and profitably grown.

The City of Concord became deeply interested in the possibility of having the school located in Cabarrus County near Concord. In October of 1907 there was held a meeting in the City Hall of Concord, presided over by the late Dr. Robert Simonton Young. At this meeting it was decided to launch a campaign to raise by popular subscription $10,000. In a few days the campaign goal was reached. None of the subscriptions was large, but there were many small donations which indicated the substantial interest of the people of the community. With the funds, a farm of nearly 300 acres was purchased and deeded to the state to become the site for the new institution. This farm was located three miles southwest of Concord on the Southern Railroad.

In November, 1907, the Executive Committee of the board, having been instructed to select a superintendent of the institution, and having considered the fitness of various persons for the position, offered the superintendency to Professor Walter Thompson, then in charge of the city schools of Concord. Mr. Thompson accepted the position and on the first of the year 1908 he began his service at the school. Before the erection of any buildings was undertaken, Mr. Thompson and some members of the board visited other well established, similar institutions in other states.

Mr. Thompson entered into this new work in the spirit of enthusiasm and with a willingness to make whatever sacrifices seemed necessary. Frequently it was necessary for him to face disappointments and hardships, but in the new undertaking he staked all in order that the new project might be made a sucess and that there might be rendered an account of faithful stewardship. It was an eventful year in his life, and the entire state of North Carolina should always be deeply grateful to him for his excellent work and the rich investment of his life.

In the spring of 1908 it was decided that the first undertaking would be to erect two cottages. It was decided by the members of the board that two cottages would be the smallest plant with which operation could be successfully started, and it was decided that these should be ready for occupancy about January 1, 1909, so that the project would actually begin by the time the sessions of the new General Assembly would be held.

It was only through the generosity of the King's Daughters of the state, assisted by the North Carlonia Federation of Women's Clubs, who together contributed $5,000, that the absolute failure of the new project was prevented. This donation, along with the state's appropriation, enabled the

board to construct the first two cottages. One cottage was completed by Christmas of 1908, and the other one was nearing completion at that time. All available funds, however, were exhausted in the erection of the buildings, and there was no money available for furniture and equipment.

Each of the buildings was erected to be a home for 30 boys. When it became evident that additional funds would have to be raised for the furnishings and equipment, the faithful women of Concord assumed responsibility for securing the necessary furnishings. Mrs. J. P. Cook visited the from merchants table linens and other neiessities, and in Charlotte from Parker & Gardner Company she sefurniture factories at Thomasville and High Point where she secured the donation of necessary furniture for one cottage. In Salisbury she secured enough silverware to supply the needs of thirty-six individuals. Under the direction of Mrs. Cook an entertainment was given in Concord, and funds were raised with which to purchase the cockery and tableware, and also a two-horse wagon.

One of the clubs in Concord, a Study Club under the leadership of Mrs. D. L. Bost, presented to the school a splendid large range, together with the necessary cooking vessels.

Mrs John K. Patterson, with the assistance of the Boy's Bible Class of Central Methodist Church, Concord, donated the furnishings for the officer's bedroom in the first cottage.

Thus, through the generosity and liberality of many individuals, mostly of the good women of this section of the state, the institution was ready to open its doors by the time set by the board of trustees. January 12, 1909 was set as the opening date for the new institution, and at that time the first pupil arrived, from the town of Burlington. This seemed to be a very small beginning indeed, but it did mark the tangible beginning, and from that time on what had been a theory became a tangible and visible reality. No doubt, at the beginning it still seemed to be an experiment, but as was proved by the growth of the institution in later years, it was not a fantastic dream. The capacity of the new institution was soon taxed to the limit, and from that time on the growth was slow but steady.

Invitations to the opening exercises were issued to a large nember of people throughout the state, and hundreds responded. The invitation read:

The Superintendent and Board
of Trustees
of the
Stonewall Jackson Manual Training
and
Industrial School
Concord, N. C.
Respectfully invite you to be present
Monday, January 11, 1909, at a
Shower of Household Furnishings
to be held in one of the new buildings
recently erected and to have its
inaugural opening January 12, 1909
for the reception of wayward and
unfortunate boys.
Any hour from 9:30 a. m. to 4:30 p. m.
R. S. V. P. Consult enclosed slip.
Board of Trustees
J. P. Cook, Chairman, Concord
J. H. Tucker, Vice-Chm'n, Asheville
H. A. Royster, Secretary, Raleigh
D. B. Coltrane, Treasurer, Concord
Caesar Cone, Greensboro
John J. Blair, Wilmington

R. O. Everett, Durham
Mrs. M. A. Jackson, Charlotte
Mrs. W. H. S. Burgwyn, Weldon
Mrs. I. W. Faison, Charlotte
Mrs. A. L. Coble, Statesville
Mrs. D. Y. Cooper, Henderson
Mrs. W. N. Reynolds, Winston
Mrs. G. P. Erwin, Morganton
Miss Easdale Shaw, Rockingham
Walter Thompson, Superintendent

It is reported that many brought gifts to the institution at the opening. Among these were "towels, napkins, dishrags, big forks, big spoons, soap, pepper and salt," and that it all "made a pile a room high, representing in value way up in the hundreds of dollars."

Mr. Jesse C. Fisher, our present assistant superintendent, became a member of the staff, June 1, 1909, at which time, according to his recollection, there were seventeen boys at the School. By the end of the year 1909, the enrollment had increased to approximately thirty boys, all of whom were housed in the King's Daughters Cottage, now known as Cottage No. 1.

CHAPTER V

Organizational Set-Up

In this chapter the purpose is to record some facts pertaining to the organizational set-up for the Stonewall Jackson Manual Training and Industrial School. This involves the Board of Trustees (now the Board of Correction and Training), the administrative officials, and staff members.

Board of Trustees

Throughout the entire history of the Stonewall Jackson Manual Training and Industrial School the controlling authority has been vested in a Board of Trustees. The original act of establishment provided for such a Board and vested it with the authority to make the necessary plans for the opening of the institution and to set up the required organization for the operation and maintenance of the institution, and to select administrative officials for the institution. The Board of Trustees functioned upon a separate basis for the Jackson Training School from the beginning until the General Assembly of 1943 established a statewide uniform Board of Correction and Training. This Board had its organization on October 7, 1943, and since that time it has been the controlling authority for the Jackson Training School.

Throughout the thirty-six years of its history, the institution has enjoyed the unswerving and unselfish interest of a loyal group of men and women. A good many of these have given much of their time and effort through a good many years. Had it not been for the help and support of these devout friends, it would have been utterly impossible for the institution to have surmounted all the obstacles along the way.

It is impossible to present a character sketch of each one of these individuals, but it does seem wise to record in the annals of the institution the names of those who have served on the Board, and, wherever possible to present a brief statement regarding each one.

Members of the Original Board

Mrs. May Anna Jackson—

Resident of Charlotte, N. C.; wife of General T. J. (Stonewall) Jackson; one of the early benefactors of the institution; noted for her devotion to the Southland and her interest in rebuilding the South in the Reconstruction Era; particularly interested in the welfare of the under-privileged boy; named in the original act.

Mrs. Maggie S. Burgwyn (W. H. S.)—

A prominent worker and leader in the King's Daughters; served as president; keenly interested in the social and public welfare work; named in the original act.

Miss Easdale Shaw—

Resident of Rockingham and Charlotte; prominent worker and leader in the King's Daughters; former member of the Board of Trustees of the University of North Carolina; early benefactor of the Jackson Training School; named in the original act.

Mrs. I. W. Faison—

Resident of Charlotte; named in the original act.

James P. Cook—

Political leader; newspaper editor; educational leader; served as chairman of the board from the beginning until his death on March 22, 1928: friend of the wayward boy.

D. B. Coltrane—

Resident of Concord, N. C.; prominent leader in church, education and civic affairs; banker; manufacturer and farmer; treasurer of the board for many years.

John J. Blair—

Resident of Wilmington and Raleigh; prominent educator and leader in social and public welfare activities; keenly interested in architecture and landscaping; secretary of the board for many years.

Dr. Hubert A. Royster—

Resident of Raleigh, N. C.; prominent physician; appointed member of the board in 1907 and served until January 9, 1924; devoted friend of wayward boys.

Caesar Cone—

Resident of Greensboro, N. C.; prominent industrial leader; keenly interested in improving social and economic conditions for the under-privileged; one of the most generous benefactors of the institution; served as a member of the board until his death in 1917.

R. O. Everett—

Resident of Durham; member of the North Carolina House of Representatives from Durham County for five terms; representative from North Carolina at the World Cotton Conference, Manchester, England, 1921; chairman Durham-Orange Historical Committee; chairman of the Bennett Memorial Commision; member of the North Carolina Merit Council Commission; graduate of the University of North Carolina; lawyer and life member of the American Law Institution; member of the original board, serving until 1925.

Mrs. A. L. Coble—

Resident of Statesville.

Mrs. D. Y. Cooper—

Resident of Henderson.

Mrs. G. P. Ervin—

Served until 1919.

Mrs. W. N. Reynolds—

Resident of Winston-Salem; wife of prominent industrial leader; generous benefactor of the institution for many years, member of the board until April 10, 1937.

J. H. Tucker—

Resident of Asheville.

Additional Members of the Board of Trustees

Bickett, Mrs. T. W., Raleigh; member from 1919 until 1924; wife of Gov. T. W. Bickett; Superintendent of Public Welfare in Wake County for years until her passing in 1942.

Brown, W. Archie, Concord; member from June 18, 1941 until July 1, 1943; appointed by Gov. J. Melville Broughton; livestock dealer and contractor; interested in public affairs.

Bruton, O. C., Mt. Gilead; member from 1937 until 1941; appointed by Gov. Clyde R. Hoey, April 10, 1937 and served until June 18, 1941; business man and legislator.

Cannon, C. A., Concord: appointed by Gov. Cameron Morrison in January 1924 and served until the spring of 1929 when he resigned; served on Executive Committee during that time; reappointed in summer of 1929 by Gov. O. Max Gardner and accepted, served then until April 10, 1933.

Coltrane, L. D., Concord: member from April 10, 1937 until 1941; appointed by Gov. Clyde R. Hoey to succeed his father, the late D. B. Coltrane, who had served on the board for many years; prominent banker and business man.

Cone, Herman, Greensboro: appointed member in 1917 to take place of his father; member of unified Board since October 7, 1943; resigned April 1945; textile man; great benefactor.

Efird, John S., Albemarle: member from January 29, 1924 until his passing in early 1927; elected by the Board; textile man; benefactor.

Everett, Mrs. R. O., Durham: member from 1925 until July 1943; appointed by Gov. Angus W. McLean; was Miss Katherine Robinson, an attorney of Fayetteville when appointed; later married Mr. R. O. Everett of Durham; was secretary from time put on Board until resigning from that position January 4, 1934.

Hammer, Mrs. W. C., Asheboro: appointed by Gov. Clyde R. Hoey April 10, 1937 and served until June 18, 1941; newspaper woman; wife of former Congressman, W. C. Hammer.

Hartsell, L. T., Concord: appointed by Gov. Angus W. McLean in March 1928 to fill the vacancy caused by Mr. Cook's death, and then at April meeting of Board he was elected chairman; served until July 1943; attorney and citizen of Cabarrus County; former State Senator; served on school board City of Concord for years.

Hedrick, B. V., Salisbury: appointed by Gov. J. Melville Broughton, June 18, 1941; served until his passing on Dec. 25, 1944; member of Board of Correction and Training; business man and church man.

Howard, Alex R., Concord: appointed by Gov. Clyde R. Hoey April 10, 1937; served to June 18, 1941; textile man, Vice-President Cannon Mills Co.; City of Concord alderman.

Hunter, Gordon C., Roxboro: appointed by Gov. J. Melville Broughton June 18, 1941, and is a member of Board of Correction and Training; banker, and formerly a worker at the School.

Jimison, Rev. Tom P., Spencer: appointed by Gov. Cameron Morrison and served from Jan. 1924 to 1925; an attorney-at-law.

Latham, J. E., Greensboro: appointed by Gov. Angus W. McLean January 1928 to succeed J. S. Efird, deceased; served until April 10, 1933; textile man and benefactor.

Marshall, Mrs. George E., Mt. Airy: appointed by Gov. Clyde R. Hoey and served from April 10, 1937 until July 1, 1943; very active in Federation of Woman's Club and the Cancer Cure Society.

Morrison, Mrs. Cameron, Charlotte: member from 1924 until June 18, 1941; wife of former Governor, Senator, and Congressman; owner and operator, with her husband, of Morrocroft Farm.

Propst, Roy C., Kannapolis: appointed by Gov. J. C. B. Ehringhaus, and a member from April 10, 1933 until April 10, 1937.

Roth, Mrs. G. T., Elkin: elected by the Board as member for 1924 at meeting held January 29, 1924; evidently served through 1925.

Sikes, O. J., Albemarle, appointed by Gov. J. Melville Broughton, member from June 18, 1941 until July 1, 1943; lawyer, recorder, judge.

Smith, Mrs. D. B., Charlotte: appointed by Gov. J. Melville Broughton, member from June 18, 1941 to July 1943; widow of D. B. Smith, attorney at Charlotte.

Spruill, J. F., Lexington: appointed by Gov. J. C. B. Ehringhaus, member from April 10, 1933 until April 10, 1937; lawyer; served in State Legislature.

Street, Mrs. Robert, Charlotte: appointed by Gov. J. C. B. Ehringhaus, member from April 10, 1933 until April 10, 1937; elected secretary Jan. 4, 1934.

Wall, John T., Lilesville: appointed by Gov. J. Melville Broughton, member from June 18, 1941 to July 1, 1943; business man in Wadesboro.

Wallace, John W., Statesville: appointed by Gov. J. Melville Broughton, member from June 18, 1941 to July 1, 1943; lawyer, former State Senator.

Wharton, E. P., Greensboro: member from 1920; tendered resignation January 29, 1924, "on account of press of business and consequent inability to attend meetings;" banker.

Whitlock, Paul C., Charlotte: appointed by Gov. Cameron Morrison in January, 1924 and served regularly and continuously until June 18, 1941; also on board at North Carolina Orthopedic Hospital, Gastonia, N. C.; great civic leader.

Members of the Unified Board of Correction and Training

Barnhardt, J. J., Concord: vice-president of Cannon Mills, one of the largest industries in the South, also a successful farmer; long interested in Stonewall Jackson Manual Training and Industrial School.

Bost, Mrs. W. T., Raleigh: Commissioner of Public Welfare of the State of North Carolina since April, 1930; ex-officio member of this board; well known throughout the nation as a leader in welfare work.

Braswell, J. C., Rocky Mount: president of the Planters National Bank of Rocky Mount and is also engaged extensively in farming; has served for many years as a member of the board of trustees of Eastern Carolina Industrial Training School for Boys at Rocky Mount.

Cone, Herman, Greensboro: a textile manufacturer of national reputation; has served for a number of years as a member of the Board of Trustees of the Stonewall Jackson Manual Training and Industrial School.

Davis, Dr. Rachel D., Kinston: engaged in the general practice of medicine, with a large practice, and is one of the leading women physicians of the state; has engaged in much community and welfare work.

Dillion, Clyde A., Raleigh: president Dillon Supply Company; superintendent of Edenton Street Methodist Sunday School; member of the board of trustees of Eastern Carolina Training School for Boys for a number of years.

Etheridge, Mrs. Howard G., Asheville; a former president of the N. C. Federation of Women's Clubs and actively connected with a number of civic and community agencies for many years.

Harrell, W. N., Wilson: a business man and farmer in one of the prin-

cipal farming areas of the state; has served for a number of years as a member of the board of the Eastern Carolina Training School for Boys.

Haywood, T. A., Rockingham; one of the leading farmers of the State and a successful business man; lives in the county in which Morrison Training School is located.

Hedrick, B. V., Salisbury: a successful industrialist in a number of fields, particularly in the production and distribution of quarry products.

Heer, Mrs. Clarence, Chapel Hill: wife of a distinguished member of the faculty of the University of North Carolina; secretary of the North Carolina Conference for Social Service.

Hunter, Gordon C., Roxboro; a prominent banker who recently served as area director in the Third War Loan drive; has been a member of the board of trustees of the Stonewall Jackson Manual Training School.

Moore, Dr. W. Houston, Wilmington: a leading physician of Wilmington, engaged in general practice;; has served as chairman of many important community committees, including the post-war planning committee for that area.

McEwen, J. H., Burlington; appointed January, 1945, By Gov. J. Melville Broughton, to succeed B. V. Hedrick, deceased; manufacturer and civic leader.

Page, Mrs. J. R., Aberdeen: useful member of one of the most influential families of the state; sister-in law of the late Walter Hines Page; member for a number of years of the board of State Home and Industrial School for Girls.

Proctor, Dr. A. M., Durham: professor of education of Duke University and has attained notable leadership in the field of education and school administration; has served for many years as a member of the board of trustees of the State Home and Industrial School for Girls at Samarcand.

Riddle, Mrs. Thomas L., Sanford: has served for a number of years as a member of the board of the Morrison Training School at Hoffman and is actively connected with welfare and relief work.

Scruggs, Dr. William Marvin, Charlotte: an outstanding surgeon in the largest city in the state; prominent in medical circles throughout the Southeast.

Sharp, Miss Susie, Reidsville; appointed July, 1945, by Gov. R. Gregg Cherry, to succeed Mrs. J. R. Page, who died in June, 1945.

Stanbury, Rev. W. A., D. D., Winston-Salem: pastor of Centenary Methodist Church of Winston-Salem, one of the largest and most influential Methodist churches in the state; has served for a number of years as chairman of the board of trustees for the State Home and Industrial School for Girls at Samarcand.

Taylor, H. P., Wadesboro; appointed July, 1945 by Gov. R. Gregg Cherry, to succeed Herman Cone, resigned; lawyer and political leader.

Weil, Miss Gertrude, Goldsboro: active for more than twenty-five years in social work of state-wide significance; has served for many years on the board of the Industrial Farm Colony for Women at Kinston.

(To Be Continued)

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He bids fair to grow wise who has discovered that he is not so.

THE CONSTITUTION OF THE UNITED STATES

An Address Delivered Before the Civic Clubs of Charlotte, N. C., September 17, 1937, by Hon. Clyde R. Hoey, United States Senator from North Carolina.

The Constitution belongs to all the people of the United States. It is the heritage which they have received from the Fathers. The purpose of its establishment and the origin of its power is encompassed in the declaration "We, the people of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

After this preamble, follow the full provisions of this great document, the 150th anniversary of the signing of which we celebrate on this date.

The Constitution provides for orderly government. It sets the metes and bounds of the various departments of government. It provides for three co-ordinate branches of equal dignity and independence. It established the House of Representatives and the Senate as constituting the legislative body of the Nation; it provided for the creation of the office of President, with full administrative power and authority; it ordained the establishment of the Supreme Court of the United States, with its well defined functions and powers. It is the province of the legislative branch of government to enact the laws, of the executive to administer the laws, of the judicial to interpret and enforce the laws.

North Carolina was represented by five delegates to the Constitutional Convention, these delegates being: William R. Davie, Richard Dobbs Spaight, Dr. Hugh Williamson, Alexander Martin and William Blount. They were able and aggressive and took prominent part in the deliberation of the Constitutional Convention. North Carolina was probably more responsible than any other state in determining the provisions of the Constitution which guaranteed to each state equal representation in the United States Senate. Other Southern states, like Virginia, Georgia and South Carolina, voted against equal representation, but North Carolina, ranking third in size and power in the Convention, supported the demands of the smaller states that each state have equal representation in the Senate, and this alone made possible the formation of the constitution at this time.

After the Constitution was adopted and signed it was submitted to the several states for approval. North Carolina, in a convention at Hillsboro, voted against adoption by 184 to 84, on July 21, 1788, but thereafter, on November 21, 1789, at Fayetteville, when the Constitution was submitted for a second time, voted for ratification by 194 to 77. But this State was unwilling to accept the Constitution until the first ten amendments were agreed

upon and accepted. Jefferson thought this was a wise policy and really suggested that a few states withhold ratification until the adoption of these amendments could be made sure. North Carolina did not come into the Union until after Washington had been made President.

The Constitution has had 21 amendments adopted since its ratification 150 years ago. Twelve of these were adopted within a very short time after the Constitution was framed and then a period of more than sixty years elapsed before other amendments were made. Ordinarily there has been no demand on the part of the public for frequent amendments, and such amendments as have been adopted have come after full discussion and consideration. Only one amendment has been repealed or annulled after it was made, and that was the eighteenth, relating to intoxicating liquors. When you eliminate the eighteenth and the twentieth, which repealed it. there remain only nineteen amendments now in effect.

The Constitution of the United States is the basis upon which democratic government rests. When the different states were moulded into a more perfect union, it became necessary for the respective grants of power and limitations of authority to be fully set forth and clearly outlined. The Constitution with its several amendments does just that. It has been necessary to amend the Constitution infrequently. The first ten amendments were adopted in limiting the power of the general government and protecting the rights of the states, while all the amendments since that time have been enlargement of Federal authority and extended the subjects upon which Congress can legislate and over which authority and control may be exercised.

The Constitution protects the right of the majority to rule, but it also protects the rights of the minorities, and it is just as essential in a democracy to safeguard one as it is to guarantee the other. Majority rule is sound doctrine and can be successfully maintained as a principle of government, but that rule must be within the Constitution and under the law, and thus protect all from what could easily be ruthless and wanton destruction of the rights of the few by the majority. The surest guaranty of the perpetuation of democratic government, or the rule of the people, is the check upon the majority which is afforded by the Constitution. If there were no restraint, then government by the consent of the governed could easily degenerate into more tyrannical and oppressive rule than autocracies formerly practiced upon their defenseless subjects. For illustration, a majority might decide in favor of a dictator and undertake to clothe him with absolute power, in which event the individual would automatically lose his liberty, his rights, his property, and everything that he valued or held worth while. Just that thing has happened in other countries.

In this country the Constitution is the protection of the citizen and his bulwark of defense. It says you cannot deprive him of his life or liberty without a trial by a jury of his peers, and then only if the law under which he is indicted is in harmony with the Constitution. It also says that no majority, however overwhelming can take away from him his property except by due process of law, and that law

must not contravene the Constitution. He cannot be unlawfully imprisoned and the powerful writ of habeas corpus will enable him to have the lawfulness of his imprisonment speedily determined. These provisions of the Constitution preserving the inherent right of the citizen become at once the strength of a democracy and provide such a check upon unrestrained majorities that the humblest citizen and the smallest group can feel secure in their rights and in the possession of their property. The same protection is accorded the mightiest, no matter how extensive their holdings may be. A democracy could not survive upon any other basis.

Some people complain about the fact that it requires time to change the Constitution and are restive because it is a slow process. Again that is one of the wisest provisions the founding fathers adopted. It ought not to be hastily changed. Before any change is adopted sufficient time should elapse to let the people have time to contemplate calmly just what is involved in the change and whether more harm than good may result from the proposed alteration or amendment. The Constitution is supposed to safeguard us in emergencies from doing foolish or ill-advised things—from over-riding established precedents and time-tested measures in an hour of frenzy. Before the Constitution can be changed, we have a cooling time and therefore questionable amendments are defeated and meritorious ones are adopted. There is more danger from rushing amendments through than results from reasonable delays.

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THE FROG-MAN AND THE BIRD-MAN

We hear quite a bit of the bird-man, but not so much of the frog-man. The language of the frog-man is a croak. The one is at home in the sunshine and delights to wing his way singing of the world's beauties and of life's victories. The other frequents swamps and marshes and whether it be dusk or dawn his only language is a croak and his only mode of travel is a hop. Men and women are growing worse all the time. Things have always been in a bad fix but they are now worse than ever before and growing still worse. He is the old chap who said,"Wal, Ezry, times ain't what they used ter be." And Ezry replied, "Nope and they never wus." But the bird-man mounts up singing, and with Robert Browning chants "The best is yet to be."

—N. C. Christian Advosate

ON MICE AND MEN

(The Baptist Times)

Mice, no doubt, have their uses, but most people would say, "Not in houses." Nobody likes to see signs of their presence, and hence the precautions we take against them by putting our food beyond their reach, or keeping a cat, or setting a trap. Such traps may vary in shape and size, but the essential thing about them all is that there is a bait that attracts and a lethal apparatus that kills. A mousetrap, as its name implies, is first and foremost a trap; that is to say, it has a deadly purpose towards the mouse. but this purpose it strives to conceal until it has managed to lure its victim into such a sense of false security that it can effectively bring about its destruction.

Men and mice, suggests Burns in one of his finest poems, have a good deal in common. Both are frail and foolish, and, in spite of every precaution they take, are liable to suffer disaster at the hands of unkind circumstance, though men are really worse off than mice because they possess memory and imagination and so can "backward cast their e'e on prospects drear" and "forward though they canna see, can guess and fear."

The parallel between mice and men holds particularly well when it comes to mousetraps. Dumas has a chapter in his Three Musketeers on"A seventeenth-century mousetrap." But the trap had to do with men who under various pretexts were lured to a house where they knocked at a door and gained admission only to find themselves in an ambuscade from which there was no escape. Men are just as gullible as mice, and the right bait on the trap can generally catch them. And the devil knows it, and so is always busy setting his traps.

It is the seeming innocence of these traps that constitutes their danger, Christ himself knew it, and in one interesting passage—rather heavily disguised in our English version—he refers to it. Peter has just made the great confession, "Thou art the Christ." But when Jesus goes on to explain what this must really mean for him; namely, the suffering and death that are inevitabe in the accomplishment of his redemptive mission, Peter breaks out, "Be it far from thee, Lord! This shall not" be unto thee." A crucified Messiah was to him—as to most other people—a contradiction in terms. Death for Christ was impossible. To which came the reply that startled and horrified Peter:"Get thee behind me Satan! Thou art an offence unto me." But "offence" there hardlp makes sense. We look at the R. V., "stumbling block;" or at Dr. Moffat, "hindrance;" rather more helpful translations, but still hardly adequate. The Greek word means literally the tonque of a mousetrap, that part of the trap on which the bait is fastened so that, when it is pulled, it can set the whole work of destruction in motion. The devil had set his trap for Jesus, and the appamently natural remark of Peter was the bait designed to lure Christ from

his acceptance of the cross and so from his work of achieving our salvation.

Christ was "tempted in all points like as we are," says the Eplstle to the Hebrews, and the mousetrap was baited for him all through his life; only he was so fortified and equiped by his communion with God that he was able to see where the danger lay; and evil, do what it would, could never destroy him. His victory over sin was complete, and that, says the Gospel, is our hope, because what he did he is eager to help us to do. We must "watch and pray." He says "watch" because we live in a world where the devil is always at work to destroy us, and "pray" because we realize our own weakness. With the best "will" in the world we cannot "watch" sufficiently well to secure our own immunity from danger. We lack both the insight and power to enable us to deal with the "wiles of the devil." But Christ can supply our need, and hence prayer is vital for men and women. It is at once a confession of our own awareness of importence and the entreaty we make for his delivering and keeping power. Let no one anywhere think of temptation lightly. It comes to all, at all sorts of times, and in all sorts of ways. The bait is varied, but the purpose behind it is always the same, and our only security is in committing ourselves to Christ.

FIRST IMPRESSIONS

It is not right to judge a man
By hasty glance or passing whim;
Or think that first impressions can
Tell all there is to know of him.

Who knows what weight of weariness
The man we rashly judge may bear;
The burden of his loneliness,
His blighted hope or secret care?

A pompous guise, an air of pride,
May only be an outward screen;
A compensation meant to hide
A baffled will or grief unseen.

However odd a person seems,
However strange his ways may be;
Within each human spirit gleams
A spark of true divinity.

So what can first impressions tell?
Unthinking judgments will not do;
Who really knows the person well,
May also come to like him, too.

—Author Unknown.

NEWS OF FORMER STUDENTS

William R. Hames, one of our old boys, was a visitor at the School about a week ago. For the past two years William had been a member of the United States Army, and spent some time overseas. In a conversation with one of the School officials, he stated that he had been discharged from service, also that he was married and had two children. This young man, who will be twenty-four years old on November 8th, has been away from the School since January 17, 1935.

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We recently learned that Otho Dennis, a former student here, has been in the United States Army more than a year and that he is now overseas. He entered the School, February 15, 1941 and was conditionally released, August 12, 1942. Upon being admitted to the institution he was placed in the fourth school grade and had been in the sixth grade for about eight months when he left. Otho was in Cottage No. 13, and he was employed on the work line and on the barn force.

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We learned a few days ago that W. C. Boyd, a former student at the School, was inducted into the United States Army, June 22, 1945. This lad entered this institution, March 5, 1942 and was conditionally released, September 12, 1944. While with us he was a member of the Cottage No. 13 group, where he was employed as house boy during the greater part of his stay at the School. Upon admission he was placed in the fourth school grade, and had been in the sixth grade about one and one-half months at the time of leaving. His record here was very good, and, according to progress reports received from time to time, he continued to make good after returning to his home.

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A progress report recently received at the School stated that Robert Bluster, a former student, had joined the United States Navy. Robert entered the School, November 15, 1943 and was conditionally released, November 16, 1944, to return to his home in Greensboro. During the greater part of his stay with us he was employed as house boy in Cottage No. 15. He was placed in the third school grade when he first came to the institution and had advanced to the fifth grade at the time of leaving. He was a member of the School's Boy Scout Troop. His record while at the School was good, and he continued to get along very well after going back to his home.

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Randolph Elliott, formerly of Cottage No. 13, called on friends at the School last week. He entered this institution, October 10, 1929 and remained here until February 15, 1935, when he was conditionally released to go to live with an uncle in Kannapolis. Upon coming to us he was placed in the second school grade, and he was in the seventh grade at the time of leaving. His work experiences at the School consisted of working on the work line, in the printing department and on the barn force. His record while with us was very good.

While this lad stayed in Kannapolis but a few weeks after leaving the School we were informed that he got along very nicely. He then went to Mooresville to live with another relative in order that he might be with his brother, and his record while in that city was also very good. He will be twenty-six years old on September 26th.

Randolph informed us that he was in the United States Army for quite some time, and that he spent nineteen months overseas, in the European Theatre of war. He said that he was a gunner and a mechanic in the Army Air Corps, and had made many missions over enemy territory. He also told us that he had secured employment with a commerical air line, operating from New York City, and would report for duty within the next two weeks. According to this young man's statement, he was greatly benefitted by his service in the Army, and had become a pretty good airplane mechanic, and the fact that he was advanced to the rank of technical sergeant would seem to prove the truth of his statement. Speaking of his employment by the commerical air lines, Randolph stated that he had his choice of working either as flight mechanic or ground mechanic. He added that although he had had considerable experience in flying, he believed that he would work as flight mechanic for a while, and then take up work with the ground force.

This young man told us that it was a real pleasure to come back to the School and see his old friends, and hoped that he might get around to see more of them before going to New York.

Beamon Heath, who was a student at the School eight years ago, called at The Uplift office the other day. He was admitted to this institution, December 15, 1937, and was conditionally released to return to his home in Fremont, February 4, 1941. He lived with his mother for several years thereafter, and attended the public schools for a while. While going to school, he did part-time work in a dry-cleaning establishment. He stated that he played shortstop on the school baseball team for a couple of years.

After leaving school, Beamon went to Newport News, Virginia, and was in a naval school for about seven months, where he studied blue-printing.

On December 14, 1942 he enlisted in the United States Navy. He received his basic training at Bainbridge, Maryland, and then went to a gunnery school at Great Lakes, Illinois. After completing the gunnery course, he went to New York, and in a short time he landed in Liverpool, England.

Upon coming back to the States, Beamon became a member of the crew on the destroyer, "USS Sims," and was sent to the South Pacific. He later was transferred to a LST Boat.

According to Beamon's statement he was injured by Japanese shellfire during an engagement off the Florida Islands, in the South Pacific. He was first sent to a hospital in New Guinea for treatment, after which he was transferred to a large naval hospital in Melbourne, Australia.

Some time later he returned to Mare Island, California, on a hospital ship, and after a brief check-up, he was sent

to the National Naval Medical Center, Bethesda, Maryland. It was while undergoing treatment there that he said he saw President Roosevelt, when he made one of his visits to Cordell Hull, who was receiving treatment at that hospital.

Beamon returned to Fremont on leave, and on September 12, 1944, he was given an honorable medical discharge.

He told us that he had received the following citations: Purple Heart, Presidential Unit Citation, American Theatre of Operations, Pacific Theatre of Operations and the Good Conduct Ribbon.

Beamon said that it was his intention to finish his education, with the assistance of the GI Bill of Rights. He said that he had made the necessary arrangements to enter High Point College, adding that he hoped to study law after graduating from that institution.

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"FOR TRUTH AND HONESTY"

In our courts of justice there are just two things that are primary in the character of a witness. One is truth and the other is honesty. If a witness can qualify in this respect, other things are secondary. The court and the jury are ready to accept his testimony.

And this necessary qualification for a witness in a court of law is a necessary qualification in all relations of life. Just as the lawyers ask, "How is he for truth and honesty?" so may all men ask of every man, "How is he for truth and honesty?"

We need a fresh emphasis on these old fashioned and fundamental virtues. Parents should teach them, both by example and precept, to their children. From entrance to the kindergarden till commencement day in college emphasis should be put by teachers upon these fundamentals of character. If the preachers would emphasize these as they ought there would be a different state of affairs in this country.

You have heard of the old preacher whose hobby was debt-paying. His presiding elder gave him a text so he would have to stay off his hobby. The text was, "Believe on the Lord Jesus Christ and thou shall be saved." The first words of this man's sermon were, "A man who believes on Jesus Christ will pay his debts." We are sorry this preacher "sleeps with his fathers." But he was true to his conscience while he lived. If a man must have a hobby there is none better than "truth and honesty."—N. C. Christian Advocate

—N. C. Christian Advocate

SUNDAY SERVICE AT THE SCHOOL

Rev. R. C. Whisenhunt, pastor of Trinity Reformed Church, Concord, was the guest speaker at the afternoon service at the School last Sunday. For the Scripture Lesson he read a part of the fifteenth chapter of Matthew. The subject of his message to the boys was "The Modern Attitude Toward the Church," and as a text he selected Ephesians 5:17 —"Wherefore be ye not unwise, but understanding what the will of the Lord is."

In announcing the subject to be discussed, Rev. Mr. Whisenhunt told the boys that he wanted to call attention to five different attitudes people have towards the church, as follows:

1. The Attitude of Carelessness. A great many people will say that they are for the church. While it is quite true that many of them would not do anything to hurt the church, yet they do absolutely nothing at all to help it. Some of these people might be classed as the parasite type of persons. They are perfectly willing to live in a community and receive the advantages of the work of the church, without ever lifting a finger to take an active part in Christian work. Some people would not think of choosing a home site in a neighborhood where there were no churches. However, they are unwilling to do their share in helping the churches make that particular community a more desirable place in which to live.

2. The Attitude of Convenience. Many people look at the church in very much the same manner as they consider a spare tire for their automobile. They just make use of it when it is convenient. It is a sort of an emergency proposition with them. A great many of them never call upon a minister unless there is serious illness in the family. When death strikes the family, they call upon the minister to conduct the burial service, and then they never think of entering the church again. Such an attitude in very unfair. People should not expect the church to give comfort, and then neglect it.

3. The Attitude of Compromise. We often find people who do not want the church to interfere with their business or personal affairs. Such a person is willing to attend church services when he doesn't have anything else to do. This type of person is sometimes referred to as a "fair-weather Christian." Just a little sprinkle of rain is often enough to keep him away from church.. He considers this a very good excuse, even though he is able to attend to his business, make social calls, or go to any kind of entertainment, regardless of the weather.

4. The Complimentary Attitude. Some people seem to think that they are complimenting the church highly when they permit their names to be placed upon the membership roll. In the parable of the publican and the sinner, the Bible shows us what God thinks of such a person. Those who come to the Lord humbly are the ones who receive the greatest blessings.

5. The Christian Attitude. Jesus gave us the perfect example of a true

Christian's proper attitude toward his church. He gave love to the church, even going so far as to give his life for it. A real Christian is one who has the church in his heart. He is willing to give of his time and means to the welfare of the church. He is willing to make personal sacrifices in order to help his church carry on its work successfully. If the church occupied its rightful place in our hearts we would be as much interested in its welfare as we are in our business or other personal affairs.

In conclusion Rev. Mr. Whisenhunt gave the boys some very good advice as to the proper attitudes they should have upon becoming church members. He urged them, when they joined the church, to do so with their hearts in the church and its work. He told them it would be their duty to be real church members, rather than just half-way members.

GOD IS THE ALLY OF QUALITY

Not so with many people, if not the majority. They are infatuated with the crowd. The consuming desire is to run with the crowd. If "everybody is doing it," these slaves of quantity join the multitude. What a joy it is for them to belong to the majority even if the majority runs to do evil.

But not so with our God. His command to Gideon was to cut numbers even if only three hundred remained who could be relied upon. And the sequel bore testimony to the wisdom of the Most High. For one hero is better than a hundred cowards.

It is certainly encouraging when a majority is back of a good cause. But the great forward and upward movements of society had their beginning with a small minority. Jesus and his twelve apostles were no exception in this respect. In fact it was God's habitual way of doing things. There is no finer illustration of this than our own Methodism. In England the Wesleys led, in America Francis Asbury became the father of American Wesleyanism.—N. C. Christian Advocate

—N. C. Christian Advocate

COTTAGE HONOR ROLL

Week Ending September 16, 1945

RECEIVING COTTAGE

Claude Bridges
Sam Dill
Harry Matthews
James Perkins
Frank Westmoreland

COTTAGE No. 1

J. C. Alley
Lyndon Barnett
Hubert Black
William Britt
Carl Church
Paul Church
Horace Collins
Worth Craven
Carl Davis
William Doss
Thomas Everhardt
Edward Hambrick
Robert Holbert
Jack Lambert
John Linville
Franklin Robinson
Harry Thompson
Benson Wilkins

COTTAGE No. 2

Harvey Arnett
Louie Ashe
Walter Byrd
Haney Cothrin
Rufus Driggers
Glenn Evans
Gerald Johnson
Chester Lee
Howard Manus
Robert McDuffie
James McMahan
Barney Mills
James Norton
Hayes Powell
William Phillips
Melvin Radford
Russell Seagle

COTTAGE No. 3

James Arrowood
Thomas Childress
Hugh Cornwell
Joseph Duncan
Charles Earp
Lindsey Elder
Earl Greene
Emory King
Cecil Kinion
Robert Lee
Lawrence Littlejohn
Robert Peavy
Paul Wolf
Clyde Wright

COTTAGE No. 4

William Arrington
Phil Batson
Paul Carpenter
Harrison Dula
John Fine
Eugene Hudgins
Robert Hogan
Hobart Keaton
Roy Miller
James Parker
Leroy Pate
James Wiggington

COTTAGE No. 5

(No Honor Roll)

COTTAGE No. 6

Coy Creakman
Keith Futch
Earl Gilmore
William Hawkins
Nolan Morrison
Jerry Oaks
Leroy Wilkins
James Walters

COTTAGE No. 7

(No Honor Roll)

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Albert Allen
Fred Coats
Ralph Gibson
Richard Johnson
Clifton Kerns
Robert Owens
Eugene Peterson
Thomas Wansley
J. B. Wilson

COTTAGE No. 10

Jesse Black
James Hensley
J. C. Michael

COTTAGE No. 11

(No Honor Roll)

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

William Andrews
William Black
Charles Gordon
James Williamson

COTTAGE No. 14

James Gentry
Howard Hall
Howard Holder
Reeves Lusk
William Lerschell
James Milloway
Landon McKenzie
William Rogers
John Roberts
James Shook
Jerry Smith
James Spence
Thomas Stallings

COTTAGE No. 15

Harold Bates
William Best
George Brown
William Caldwell
Henry Coffey
Jack Crump
William Correll
Alvin Fox
Jack Green
John Green
Marcus Hefner
R. V. Hutchinson
James Johnson
Marshall Lamb
Harvey Leonard
Gordon McHan
Zeb Presson
Hilton Reid
Robert Rivenbark
Charles Stephenson
Robert Summersett

INDIAN COTTAGE

Ray Covington
James Chavis
Thomas Chavis
Alton Hammond
Lacy Jacobs
Harry Jacobs
Weldon Lochlear

INFIRMARY

(No Honor Roll)

———:———

We live in deeds, not years,
In thoughts, not breath;
In feeling, not in figures on a dial.
We should count our time by heart-throbs.
He most lives who thinks most, feels the noblest, acts the best.

—Philip James Bailey.

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THE UPLIFT

VOL. XXXIII CONCORD, N. C., SEPTEMBER 29, 1945 No. 39

SMILE

What good did it do—to be grouchy today?
Did your surliness drive any trouble away?
Did you cover more ground than you usually do?
Because of the grouch that you carried with you?

If not, what's the use of a grouch or a frown,
If it won't smooth a path, or a grim trouble drown?
If it doesn't assist you, it isn't worth while;
Your work may be hard, but just do it—and smile.

—Selected.

Published Weekly By
THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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The Uplift

A WEEKLY JOURNAL

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S. G. HAWFIELD, Editor **LEON GODOWN, Printing Instructor**

I CAN TOO

If somebody else can do a thing
With a lift of his chin and a debonair swing
And a laugh as he sees it through;
If somebody else—just anyone—
Can keep his faith till the job is done,
Then I can too!

If somebody finds the rainbow's end,
Riches of trust in the heart of a friend,
A sky all faultless and blue;
If somebody else moves off the shelf
And makes a lot of joy for himself,
Then I can too!

If somebody else can be staunch and brave—
A stout ship ready for weather or wave—
Keep a course that's steady and true;
If somebody else can sense God's grace
In even a passing stranger's face,
Then I can too!

I do not envy anyone
The place he has carved for himself in the sun,
For what somebody else can do
With a positive nod
And a great faith in God,
Oh, I can too!

—Elizabeth Barr Haas

———:———

THE SUPERHUMAN EFFORTS OF HEROES

During the awful experiences of warfare when men have faced the terrible ordeals of combat and have even been face to face with death itself, they have in their moments of desperation revealed to

the world some of the fundamental impulses of life. There have been epic stories of events related by men themselves of how in many situations they were called upon to face ordeals that were beyond human endurance. Then it was that, in these moments which were sometimes extended into hours and days, they found themselves looking towards God as the ruler of all the universe.

One of the richest heritages that will evolve out of experiences of these heroic men, transcribed into the eternal literature of all the ages, will be the accounts of how these men met the issues of life and death. There were instances when men were cast overboard into the bosom of the boundless deep, when they felt themselves facing the overwhelming ordeals of the vast expanses of the sea. There were moments when men were cruelly bound in solitary confinement without food, friends, or hope, and when the ingenuity of human efforts alone seemed to offer no way of escape. There were also moments when men crouched in foxholes or in the concealments of the jungles, with the breath of death's angel hovering close at hand. There were moments when other brave men struggled against heavy odds in the air, with their airplanes seriously disabled and their goals of safety seemingly far away. Then, too, there were those instances when men lay in hospitals, gravely ill, because they were the victims of the horrors of war. It was in these awful moments that the spirits of men cried out to the great God of mercy to assist them in their trials.

In the literature of recent years there have been some vivid stories told by men who have had such experiences and have lived to tell them to the world. For instance, the world has the thrilling story of Lieutenant James C. Whittaker in his book, "We Thought We Heard the Angels Sing." Lieutenant Whittaker was one of the men who was rescued with Captain Eddie Rickenbacker when their plane was lost in the Pacific. In his marvelous book he tells of what, to him,, were really two miracles, when the power of God intervened in their struggles. The first of these occurred on the thirteenth day of their experiences in their small rubber raft. His story is as follows:

> This 13th day adrift had burst upon us as a scorcher. Just after 10 o'clock a rain squall blotted out the sun. Our hopes

rose. The familiar blue curtain of rain moved toward us across the sea. We prayed aloud for it to reach us. It was less than a quarter of a mile off when a perverse wind shunted it away.

Somehow, my faith did not die. For the first time I found myself leading the rest in prayer. Like many of the others, I didn't know how to address God properly. I talked to Him, therefore, as I would have to a parent or a friend.

"God," I prayed, "You know what that water means to us. The wind has blown it away. It is in Your power, God to send back that rain. It's nothing to You, but it means life to us."

Some of the others had given up. Someone said in disgust that the bloody wind would blow in that direction another 40 years. I took my cue from this and continued:

"God, the wind is Yours. You own it. Order it to blow back that rain to us who will die without it."

There are some things that can't be explained by natural law. The wind did not change, but the receding curtain of rain stopped where it was. Then, ever so slowly, it started back toward us—against the wind!

Further on in his book he records this paragraph:

During that day, the day after, and the 20th day we were dealt such crushing blows that had it not been for the fortitude built up in hours of prayer I think we all would have abandoned hope. It was my newly found faith in God that sustained me. Of this I am sure.

Then Lieutenant Whittaker tells of this second miraculous escape, in the following words:

We had calculated to get in about noon and I was encouraged by the good time I made. Just before 12 o'clock we had reached a point less than 250 yards from the shore. I had opened my mouth to tell Johnny and Jimmy to start ordering their dinners. Then something happened.

The boat careened and went out of control. Another second or two and we were racing back out to sea. Nothing I could do with the oars was any help. The wild current held us until we were far out; a mile or so, at least.

The long narrow island was moving slowly across our bows like a giant ocean liner, crawling out to sea through the Golden Gate. I realized, of course, that the island was stationary. We were drifting, though it seemed the island was leaving us, instead. We had started for the head of the island and now were more than half way down it.

If ever I have cried out in anguish it was then. I was done,

finished, washed up. I called Heaven to witness that I was whipped. I could hardly hold on to the light oars. Yet there within reach was the land—and life. And while I watched, that line of majestic palms continued to move away, with terrible deliberation. If we were to reach land at all it would have to be now.

I looked at Jimmy, lying flat again. I looked at Johnny DeAngelis. He was sick and exhausted; bewildered by the thing that had happened to me. Before very long he would be as badly off as Jimmy. I tried to move my numbed fingers and aching arms.

It was no use. Only a miracle could set our feet on that island, I thought; only a miracle. A miracle! I remembered the miracle of the rain on the 13th day. I remembered other answers to prayer. I remembered my God!

I cried out to Him to give me strength. I shouted it above the rising wind in the fear He might not hear. I caught a glimpse of DeAngelis's startled face. Still shouting, I lifted the oars. I rowed.

Half an hour later I was still rowing—and making progress. When the treacherous current had shot us out to sea I had been powerless to hold the boat against it. Now I was overcoming that current.

I was overcoming it in the face of obstacles and hazards that hadn't beset me before. I have spoken of the rising wind. It brought a deluge of rain that all but blotted out the island. I turned about in the raft and adopted the fisherman's stroke that I might see ahead and better direct our course.

An oar jerked and turned in my hand. I glanced that way in time to see a dirty gray form, 12 feet long, disappearing beneath the waves. As I watched another shark surfaced, slashed at the oar, and slid under. These sharks were not the droll dullards that had plagued us earlier. These were man eaters. If they should attack the raft, we were gone.

The rain slackened and I could see the island, still moving away in the mist. I cried out my final prayer:

"God! Don't quit me now!"

I have described the miracle of the rain. I have told of the flare that went faulty and became the means of providing fish for us to eat after our desperate prayer for food.

The prayer I uttered that afternoon was more than desperate. It was an anguished supplication, shouted above the wind and the rain. It came from the depths of my soul. And there were no mental reservations this time. I was calling to my God, who alone could save us. The answer was immediate and miraculous; it was the second of the two divine miracles.

> Strength surged back into my shoulders and arms. I slashed at the man-eating sharks with the oars. They wheeled as though about to attack. But I didn't care. I was rowing again. I was rowing and bending those aluminum oars against the white caps. I say it was I who was bending them. That isn't true. Of himself, Jim Whittaker couldn't have bent a pin.

Captain Eddie Rickenbacker himself has given to the world his vivid account of the experiences of his men, in his book entitled "Seven Came Through." His version of the impulses of his men in their trails coincids almost identically with those of Lieutenant Whittaker.

Another book which has attracted attention is Colonel Robert L. Scott, Jr.'s book, "God Is My Co-Pilot." This is the story of a man who, even though he was a daredevil pilot, had his moments of great fear. Colonel Scott became a member of General Clare Chenault's Flying Tigers, the men who gambled with fate every day and who came face to face with desperate situations. These were the men who in these moments had their doubts and fears. In company with a priest, this adventurer learned that even though the dangers were great, after all, for those who put their implicit trust in God there was really no reason to become panicky, nor should they ever lose their faith in the outcome of the righteous cause.

In recent days the newspapers have been reporting the experiences of the men who were with Colonel Doolittle when they made their dramatic flight over Tokyo. Some of the men who were forced down and eventually became prisoners of war tell of the horrors they endured. Captain C. J. Nielson tells of his experiences along with other men as they faced the tortures of imprisonment. He writes as follows:

> And we talked a lot, too, about God and religion. We never tried to hold any religious services, but we talked a lot about religion. A fellow thinks a lot about God at a time like that.
>
> When you are living a normal life you sometimes are too busy for religion, but we had plenty of time. And we developed the feeling that God was awfully important.

In "The Great Answer," by Margaret Lee Runbeck, there is a chapter entitled "Light in Gestapo Darkness." These paragraphs are quoted from it:

When the dead were removed, their places were taken by new prisoners. After two weeks had passed, there was not one prisoner left alive who had been in the cell when Doctor Jaroshevich came. Many were younger than he, and their strength of body should have been greater than his. But he was a man not living by strength of body, for his strength was in God.

He was crippled now, from the lashes and gashes across his back. His legs had been frozen and had swelled so that he had to rip off the military boots. He was bent over almost double, but still he hobbled about, unwilling to give in to the death caress of the cold. Still he crept around and prayed and recited chapters from the Bible.

'God has not lessened His strength. He is mighty to save. If only we have faith,' he said over and over.

'How long can a man live in this hell?' newcomers asked out of the first day's anguish.

'I have lived thirty days,' he said, and he did not tell them that most men died in two weeks. 'Thirty days?' they said. 'If we can live that long, perhaps something will happen to save us. Perhaps the war will end . . .'

Men who never had prayed before prayed with him, and he says there were hours when the vile dark hole seemed full of light and radiance and peace.

These are just a few illustrations of the many similar experiences of brave men. Some would say that they are the testimonies of men when in their moments of desperation had some sentiments or impulses which they would not have at other times. On the other hand, though, a better interpretation would be to say that these are the sentiments and expressions of men who faced the cold realities of life and in their solemn moments of meditation felt the presence of God, only as men should know Him. Too often there is the feeling among mankind that God can be left completely out of the picture, and that all things can be done by the ingenuity of man alone. These are not the sensational writings of fanatical men, but they are the statements which represent the very essence of man's relationship to God.

In addition to these illustrations, there have been numberless instances when the relatives back home have clung to an eternal hope that their loved ones would be returned to them in time. Day after day and week after week they have been sustained in their moments of despair and have clung to an eternal hope that the members of

their family would be found safe and unharmed. They, too, can give their testimony of the fact that the handiwork of God has moved mightily in the affairs of men during these days of warfare.

BIRTHDAYS

In The Uplift, we plan to annouce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of September 30, 1945

September 30—Chester Donald Stultz, Cottage No. 10, 13th birthday.
October 1—Howard Wise, Cottage No. 13, 13th birthday.
October 2—Howard Holder, Cottage No. 14, 15th birthday.
October 3—Jack Lambert, Cottage No. 1, 13th birthday.
October 3—Robert Hobbs, Cottage No. 13, 15th birthday.
October 5—John Gregory, Cottage No. 6, 11th birthday.
October 5—James Buckaloo, Cottage No. 5, 15th birthday.
October 5—James David Knight, Cottage No. 7, 13th birthday.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Items of Interest

By Eugene Hudgins, 8th Grade

Mr J. N. Bass, teacher of the seventh grade, is back from his vacation. He reports that he had a very good time.

Mr. and Mrs. A. L. Carriker, officer and matron of Cottage No. 5, were called away from the Training School last week on account of death in the famliy. The deceased was Mrs. Carriker's sister.

Mr. and Mrs. T. R. Adams, officer and matron in charge of the Receiving Cottage, have gone on their vacation. We are expecting them back next week.

Mrs. Baucom, our eight and ninth grade teacher, was away last Saturday. She went to the wedding of her nephew in Roanoke Rapids.

Mr. T. F. Blume is back from his vacation. He only stayed one week. He is the instructor at the School's cotton mill.

Five boys have been permitted to go home this week. They are as follows: Earl Brigman, Lumberton; David Eaton, Greensboro; Earl Gilmore, Laurinburg; Howard Hall, Selma; Harvey Squires, Raleigh.

Chair-Bottoming Begins

By Raymond Byrd, 9th Grade

The boys under the supervision of Mr. Frank Liske are bottoming quite a few chairs. The boys doing this work are as follows: William Burnett, Ernest Bullard, Earl Godley, Leonard McAdams, Raymond Byrd and Carlton Morrison. These boys enjoy this work very much.

B. T. U.—Group I

By Robert Peavy, 1st Grade

First, we were given parts by James Hill. Then two songs were sung. Mr. Crowder was in charge of the group. He took down how many chapters of the Bible we had read. We had read forty-two chapters.

Mr. Crowder then read us a story about David and the giant. We were dismissed with prayer.

B. T. U.—Intermediate Group

By Jack Gentry, 9th Grade

Mr. Iley was in charge of our group last Sunday. Mr. Puckett could not be with us.

We started our program by assigning the different parts. The program consisted of six parts, as follows:

Hugh Cornwell gave the first part on the subject, "The Plan of State Missions." The following part was given by Robert Lee, "Orphanages, Hospitals and Institutions." Hilton Reid then gave his part, "Schools and Colleges." Gordon McHan gave a part on "Promotion Work." "Churches' Aid" was the next part, given by Robert Summersett. The last part, "Financial Work," was given by

George Guyton. We were dismissed by Jack Gentry in a short prayer.

B. T. U.—Group II

By Robert Helms, 5th Grade

The first thing on the program was an opening prayer by Harry Thompson. Billy Brooks read a selection about "Early Christian Women." Charles Alexander then gave a part, which was followed by a selection by Harry Thompson. Robert Helms read a part about "The Young People."

Mr. Snyder came in and made a talk about how the B. T. U. started. He is not going to be our leader any more. Mr. Puckett is going to take the part of trying to lead us right. Mr. Snyder will be substitute leader.

Sports at the Training School

By Thomas Wansley, 9th Grade

Baseball season has gone out and football season is coming in. Every boy here likes to play football. Mr. Hawfield has been trying to get each cottage a football. A few of the cottages have already gotten theirs. Footballs are hard to get now because of the shortage of rubber and leather.

The boys at the School also like to play basketball and volleyball. We have two basketball courts and one volleyball net on the playground. We also have a nice gymnasium to play basketball in and take exercises. We have swings and lots of things to play on.

Swimming has really been a big hit with the boys at the School. They have all enjoyed swimming this summer. We do not know yet whether we are going to be able to swim all winter or not. We have an indoor swimming pool.

Vacation Time for Mr. Hines

By Harvey Leonard, 9th Grade

Mr. Hines, our school principal, left last Wednesday night for his vacation. Mrs. Baucom has taken charge of his ninth grade classroom. Mr. Hines left instructions for class studies and other activities. Mrs. Baucom has been teaching two subjects, science and English and these subjects are very interesting. We hope Mr. Hines has a very nice vacation and will soon be back teaching classes.

Storm Damage

By James Teague, 8th Grade

The storm that swept North Carolina last week was the worst one since 1908. Although it did not do much damage here, there was great damage done in other parts of the state. It did slight damage here at the School, such as blowing down corn and ruining hay crops. The roads over parts of North Corolina were closed for a few days. The State Highway Patrol was very busy telling motorists the best routes to take in order to miss the flooded areas. The Yadkin River broke its own record by rising 64½ feet. I hope we do not have another flood soon.

Radio Program

By William Burnett and Zeb Presson, 8th Grade

Last week the boys of the eighth grade gave a program over Station WEGO, Concord. The program was based on the life and works of Fanny

J. Crosby, a blind musician and hymn writer. The boys sang several songs that were written by her. These songs were as follows: "Jesus is Calling," "Blessed Assurance," "Near the Cross," "Safe in the Arms of Jesus."

Robert Rivenbark gave a talk on the author's life. William Burnett was the narrator of the program.

Art Work in the Grades

By Jack Gentry, 9th Grade

The first grade boys have made posters with pictures on them and stories explaining the pictures. They are studying these. Robert McDuffie and Alvin Fox are drawing the pictures. New picture posters are being added to the other collection. The boys are also painting the objects which they have made of clay.

The second grade boys are drawing pictures and posters for Hallowe'en. They are also studying dogs, how they live and what their habits are. They are enjoying this work very much.

The third grade boys have been drawing a mural of Fall, which is located in the back of the schoolroom. Also there are pictures on the bulletin board drawn by the boys. Another mural picture is in the front of the room. Butterflies, flowers and beautiful grass are shown in this mural. It is a very nice painting.

Picture Show

By Donald Clodfelter, 9th Grade

We had a very nice picture show on Thursday night of last week. The name of it was "The Saint Meets the Tiger." There was quite a bit of action in this picture. I think all of the boys enjoyed it very much.

———:———

William Ewart Gladstone used to tell friends about a neighbor's little girl who really believed in prayer, but also in the general proposition that "the Lord helps those who help themselves."

Her brother had made a trap that caught little sparrows and she prayed that it might fail. Suddenly for three days her face was radiant when she prayed and her absolute faith in the futility of the trap so noticeable that her mother asked: "Julia, how can you be so positive?"

She smiled, "Because, dear Mama, I went out three days ago and kicked the trap to pieces!" —Selected

HISTORY OF STONEWALL JACKSON TRAINING SCHOOL

By S. G. Hawfield

There is being prepared a history of the Stonewall Jackson Training School Since the School has been in operation over a period of approximately thirty-six years, the preparation of this historical sketch involves a considerable amount of investigation and research. Later on, the history will be published by the North Carolina Historical Commission. Already five chapters or divisions of the School's history have been completed, and the plans are to print these in THE UPLIFT, our local magazine from time to time.

The chapters which are complete are as follows:

Introduction.

Chapter I. Development of the sentiment for a training school in North Carolina.

Chapter II. Legislative enactment creating the Jackson Training School, and subsequent amendments.

Chapter III. Purpose and function of the Jackson Training School, past and present.

Chapter IV. Early beginnings of the institution.

Chapter V. Organizational set-up.

Chapter VI. Gifts and bequests.

(Continued From Last Week)

CHAPTER V

Organizational Set-Up

SUPERINTENDENTS

Walter R. Thompson

The first superintendent of the Stonewall Jackson Manual Training and Industrial School was Mr. Walter R. Thompson.

Mr. Thompson was born in Lincolnton, N. C. on January 26, 1875. He was the son of Mr. D. Matt Thompson, who for several years served as superintendent of the Statesville city schools. He was a brother of State Senator Dorman Thompson of Statesville and Dr. Holland Thompson of New York City. He was the father of two sons and one daughter. Mr. Thompson died on September 21, 1921 in a Winston-Salem hospital at the age of 46, after a prolonged affliction.

Mr. Thompson had an innate interest in the educational profession. In addition to this, his training fitted him for this field of servce. In one of the eulogies of Mr. Thompson at the time of his death, we find this statement: "Mr. Thompson possessed many strong qualities, and was deeply interested in child-life."

Mr. Thompson was educated at the University of North Carolina, where he was graduated in the class of 1898,

receiving a B. S. degree. Even prior to his graduation he had served two years as principal of the Statesville graded school, where he worked with his father. After finishing at the University, he came to Concord, N. C., where he associated with his brother, the late Dr. Holland Thompson, in conducting a private high school on Corbin Street. This school is remembered as having been a very successful school in its day, one that ministered greatly to the early educational development in the city.

After two years Mr. Thompson was elected principal of one of the public schools in Greensboro, N. C. On July 1, 1902 he was elected superintendent of the Concord graded school, where he served until December 30, 1907.

In November, 1907, Mr. Thompson was offered the superintendency of the new Stonewall Jackson Manual Training and Industrial School and he accepted this position, to begin his services on January 1, 1908. He retained this position until December 1, 1913, when he became superintendent of the Children's Home at Winston-Salem, the orphanage of the Western North Carolina Methodist Conference. He held this position until his death in 1921.

In the minutes of the Concord graded school board of January 24, 1908 there are recorded the following resolutions which were adopted at that time:

Whereas, our valued Superintendent, Prof. Walter Thompson has been elected Superintendent of the Jackson Training School, and in order to accept that position has tendered to this Board his resignation as Superintendent of the Concord Public Schools, therefore be it resolved, that this Board recognizing the great importance of the work to which Prof. Thompson has been called, and his eminent fitness for the work, does, with great reluctance accept his resignation, and further in accepting his resignation we desire to bear testimony to the valuables services which he has rendered in bringing our schools up to their present high state of efficiency. Entering upon his duties as superintendent when the foundation of the new Central School building had just been laid in 1902 he has given five and one-half years of able, faithful and zealous work, covering the time of building and equipping two splendid buldings, to the successful fruits of which the schools bear ample testimony, and for which we hereby express our sincere appreciation.

Regretting exceedingly his loss to our schools, we congratulate the Directors of the Jackson Training School on their selection of Professor Thompson to have charge of their work, and we bespeak for him abundant success, and great usefulness in his new field.

In becoming superintendent of the new school, Mr. Thompson entered upon a very difficult undertaking. This was a new project in the life of the state and it had to be started from the very beginning. The resources were far too inadequate for such an enterprise. Much depended upon the faith and courage of the man who was to carry the responsibilities of that critical period. There is no doubt but that Mr. Thompson served the institution during its most trying days. At the time of his death it was said that "he rendered conspicuous valuable service in the early history of the institution." Throughout the succeeding years the state has been and will continue to be greatly indebted to him for his noble contribution in this field.

At the time Mr. Thompson began his services with the institution

there were no buildings, and the first responsibility was to construct the necessary facilities. The erection of the first two cottages during the year 1908 was under his supervision and direction. It was under his leadership that the first cottage was opened on January 12, 1909. At that time the doors of the school were opened and one boy entered the institution. During Mr. Thompson's tenure of office the original Administration Building was erected, and a third was in process of construction. The present barn was also erected, the foundation having been laid in October, 1910. The enrollment had increased from one to fifty-six.

Charles Edgar Boger

Mr. Charles Edgar Boger was the second person to serve as superintendent of the Stonewall Jackson Manual Training and Industrial School, and it was during his administration that the school enjoyed its most remarkable development and expansion. There was a remarkable increase, both in the school population and in the facilities of the institution. His accomplishments during his administration have had a profound influence upon the lives of many boys throughout the years, and his work extended into all parts of the state.

Mr. Boger was born in Cabarrus County, N. C., on August 10, 1873, being the son of Daniel P. and Nannie E. (Crowell) Boger, both members of families of some of the original settlers of Cabarrus County. He was born at the Boger homeplace in Township No. 10, about eight miles southeast of Concord. His father was of German descent, and his ancestors came from Pennsylvania to North Carolina prior to the Revolutionary War and settled in Cabarrus County. His father was born in Cabarrus County in January, 1837, and after having been educated in the private schools of the state, began farming on the old home place, which he continued to cultivate throughout the remainder of his life. He served throughout the War Between the States in the Confederate Army, being a lieutenant of his company in the 7th North Carolina Regiment of Infantry, in Lane's Brigade. He participated in the Battle of Gettysburg and other hotly contested engagements and was wounded four times. He died in 1924.

Mr. Boger's mother was born in Stanly County in August, 1838, and was the daughter of Jennings and Martha Crowell, of English descent. The name was originally spelled Cromwell. Mrs. Boger died in 1914.

Both of Mr. Boger's parents were members of St. Martin's Lutheran Church in Cabarrus County, and for many years his father served as a member of the church board there. He gave his political allegiance to the Democratic party. Other children in the family were Rev. William Jennings Boger, of Mt. Plasant, N. C.; and Martin Augustus Boger, of Albemarle. N. C.

Charles E. Boger attended a private school in his home district and then spent several years as a student in the famous Unionville Academy in Union County, where he received instruction under Professor O. C. Hamilton. Mr. Boger was also a student at the North Carolina College at Mt. Pleasant, N. C., where he received an AB degree in the spring of 1895. After he began his work as a teacher he took addition-

al work at the University of North Carolina.

On Christmas Day of 1913 Mr. Boger was married to Elise M. Barnhardt, of Cabarrus County, a daughter of John A. Barnhardt. She was born in Cabarrus County, was educated at Red Springs College and taught school for five years prior to her marriage. Mrs. Boger is a member of the Rocky River Presbyterian Church, and Mr. Boger belongs to the St. Martin's Lutheran Church, and is an honorary member of the Rotary Club.

Mr. and Mrs. Boger have five children. Sarah E., who was born November 30, 1914, is a graduate of NCCW, now Woman's College of the University of North Carolina, and is teaching in the Concord High School. Charles E., Jr., who was born October 8,1916, is a graduate of State College in textile engineering, and is a Major in the U. S. Army. John D., who was born April 5, 1920, is also a graduate of State College in textile engineering, and is a Captain in the Air Corps. Elise M., who was born December 21, 1921, is a graduate of Woman's College, and was married May 22, 1945 to Edward Barrier, of Concord. James, who was born November 24, 1923, was in the Sophomore Class at State College when he went in the Air Corps. He is now a Captain.

Throughout his entire career Mr. Boger has been engaged in the work of education. In his early experiences he served as teacher and principal of public schools for four or five years in Cabarrus County and at Mt. Holly ni Gaston County. Following this he served for a period of 13 years as superintendent of the rural schools of Cabarrus County. He became superintendent of the Stonewall Jackson Manual Training and Industrial School on December 1, 1913.

There are being submitted herewith two worthy tributes to Mr. Boger, as follows:

In him the old ideas of grim, unresponsive. cold-hearted and cold-blooded treatment are revolutionized. So well blended are the ideas of home and school, both tempered and softened by the influence of church and Sunday school, the visitor gets the impression of one big home where instant obedience is required and cheerfully given. Although he has always been a strict disciplinarian, he has from the first treated his charges as youths never beyond the pale of good influences, and has made the institution of which he is the head an unique and far-reaching influence for good, the purposes of which are destined to be put into operation by similar schools elsewhere.

Mr. Boger is a practical business man with a marked capacity for tussling with details and difficulties. He has demonstrated splendid executive powers and the institution has prospered and done fine work under his superintendency. He is greatly liked and respected by officers, employes and the boys—this is just another way of saying his administration is successful. Along with the iron in his makeup, a very necessary quality, there is ever present the milk of human kindness and the sense of justice.

It would be impossible to detail all the events or to summarize the remarkable growth of the institution during his administration, Through almost 29 years he guided the destiny of the institution. Mr. Boger directed the activities of the school both during the flourishing periods and also during the years of the great despression. During all these times there were heavy burdens and difficult problems at all times, and it is to his everlasting credit that he remained

steadfast in his purpose to serve the boys of the institution.

When Mr. Boger became superintendent the enrollment was a mere 56. By June 21, 1929 the enrollment had reached its peak, with 530 boys enrolled. When he became superintendent there were only two cottages and an Administration Building, a shop, and a barn, situated on a tract of land including approximately 300 acres. At the end of his administration the physical plant embraced 17 cottages, with Cannon Memorial Building (rebuilt in 1923), a trades building, gymnasium, swimming pool, school building, infirmary, ice plant, dairy, laundry, bakery, and textile unit. The size of the farm increased to 984 acres. There were other numerous smaller buildings which served the institution.

Mr. Boger, with his family, resides at his country home which is located across the highway from the training school. He continues to maintain a deep interest in the welfare of the institution to which he gave so many well-filled years of his life. He has accumulated for himself a rich heritage of noble achievements which will be for him an everlasting monument, and he will be held in reverent esteem forever by the boys of the institution.

S. Glenn Hawfield

The third person to serve as superintendent of the Jackson Training School is S. Glenn Hawfield, who assumed the responsibilities of the position on August 1, 1942.

Mr. Hawfield is a native of Union County, where he was born, April 21, 1891. He is a son of the late Mr. and Mrs. W. D. Hawfield. After graduating from the Wesley Chapel High School, he entered Trinity College (now Duke University) Durham, N. C., where he was graduated with an A. B. degree in 1915. In 1922, he attended summer school at Columbia University, and after taking additional postgraduate work at the University of North Carolina, he was awarded a master's degree in education by that institution in 1926.

On April 27, 1916, Mr. Hawfield was married to Miss Kate Clark, of Union County. They have three sons, as follows: Pvt. S. Glenn Hawfield, Jr., Lieut. William Dallas Hawfield and Captain Harold Houston Hawfield, all of whom are now serving in the United States armed forces.

From 1915 to 1942, Mr. Hawfield was engaged in public school work, serving as high school principal and as city and county superintendent of schools. From 1927 to 1939, he was county superintendent of Cabarrus County schools. For two years he served as state supervisior of adult education, with headquarters in Raleigh.

Mr. Hawfield has been very active in the work of the North Carolina Education Association. In the year 1935-36 he served as president of the South Piedmont District; during the year 1937-38 he was president of the State Public Relations Committee; and during 1940-41 he served as president of the association.

While living in Concord, Mr. Hawfield was an active leader in Central Methodist Church, serving as superintendent of the Sunday school and teacher of the men's Bible class. A prominent Rotarian, he served as secretary-treasurer of the Concord Rotary Club, and was its president for one year, 1932-33. He was also deeply

interested in Boy Scout work in all its phases.

When Mr. Hawfield became superintendent of the Jackson Training School, the following editorial appeared in The Charlotte Observer:

To succeed the veteran Charles E. Boger, whose retirement is occasioned by ill health, Glenn Hawfield has been elected superintendent of the Stonewall Jackson Training School at Concord, and the institution is thereby promised a chief executive whose experience in public school administration and whose knowledge of the problems of boyhood cleverly fits him into this important picture.

Mr. Hawfield, a native of Union County, for many years was superintendent of schools in Cabarrus County, being recognized as among the ablest and best qualified school men in the State and prominently and often honored by the North Carolina Education Association.

The Training School will profit from his administration there. He knows both the business and the human phases of the work which will fall into his hands. The trustees are happy in the choice they have made in filling such an important post.

—L. G.

AN ALPHABET OF PROVERBS

A grain of prudence is worth a pound of craft.
Boasters are cousins of liars.
Courage in Christians means plenty of backbone.
Denying a fault doubles it.
Envy shoots at others and wounds herself.
Foolish fear doubles anger.
God teaches us good things by our own hands.
He has hard work to do who has nothing to do.
It costs more to seek revenge for wrongs than to suffer them.
Just Christians can afford to be merciful.
Knavery is the worst trade.
Learning makes a man fit company for himself.
Modesty is a grand virtue.
Not to hear conscience is the way to silence it.
One hour today is worth two tomorrow.
Proud looks make foul work in fair faces.
Quiet conscience is quiet sleep.
Richest is he that wants least.
Smallest faults indulged are little thieves that let in greater foes.
The boughs that bear most hang lowest.
Upright walking is sure walking.
Virtue and happiness are mother and daughter.
Wise men make more opportunities than they find.
You never lose by doing a good act.
Zeal without knowledge is fire without light.

—Selected.

A LETTER FROM JAPAN

Superintendent Hawfield recently received a letter from his brother, Captain R. R. Hawfield, who is connected with the Judge Advocate General Department, United States Army. Captain Hawfield was recently transferred from the Philippines to Japan. His letter, dated September 13th, was written in Yokohama, and reads as follows:

"I came on into this place which is about ten miles from Tokyo. In fact, the two cities, as you know, are built together. Both places are pretty-well burned out, except for fire proof buildings. Fire bombs soon made a mess of the place, I suppose, since no others seem to have been dropped. There are a couple dozen nice buildings left here and more in Tokyo, of course. Harbor facilities, street cars, lights, water, streets and such are restored for use. The roads out of the cities are terrible, to my suprise. Even the road from here to Tokyo for half the distance is in bad shape. Out in the country it is mostly trails. They certainly could have spent money on them instead of on war.

"The people are getting back to work. They are very small people. Don't look like they could cause much trouble. We are soon to move into Tokyo, and after spending a while there I shall be ready to cross the Pacific. I saw the emperor's palace, but nothing of the white horse Admiral Halsey wanted to ride. He may have to settle for another one of the steeds from the emperor's stables.

"The Japanese have as many shrines as we have churches. They say that the prime minister is off visiting two of them to make reports incident to his new duties—to his ancestors.

"I visited the professional shrine here, but saw no one nor anything unusual to report. People were going in, bowing and walking away. The man in charge told me that the Japanese are very friendly people. It seemed I had heard that before.

"I have been to several places, always unarmed, where there were only Jap soldiers and civilians, but had no trouble. We seem to be interesting curiosities to them. When we debarked on the morning of September 2nd, after the ceremony in the bay, two Japs asked a bunch of us if we were prisoners. I could see nothing on the Missouri as it was some distance away. Some collaborator painted a hugh sign on a tall building, which read: 'Three cheers for the United States Army and Navy,' which greeted the convoy and attracted more attention than the Missouri.

"General MacArthur is in the customs building with us. He looks fine. This building is headquarters for the 'brass-hats.' All the embassies are left unmolested, so far as I can see. People are planting gardens in every little spot and are building from scrap lumber and burned tin. The pill boxes and dugouts are being filled and most of the caves are occupied in the hillsides. They never got to use their pill boxes and dugouts as fire was used. I have not been to the atomic bomb section. I hear that Harold's (Superintendent Hawfield's son) Sixth Army has landed in the southern

part of the island, and is probably closer to that area. I haven't oriented myself completely yet.

"Had a nice trip on the boat. We took it slowly and spent a week. Much to my surprise, I did not get seasick. Would like to return by boat, even though it does become tiresome. So much water to look at.

"Japan could have been a great country had they just been satisfied with continuing modern development. I am pretty well convinced that Tojo and the military are ninety per cent responsible for the mess. However, the Japanese should pay—and pay well.

"I want them to start the radio and put out some good music. All the honors have been spread abroad and it is time for a change.

"We have the 'Warsaw Butcher' over in the next office and 'Tokyo Rose' in a room in The Grand Hotel, both under guard. I guess 'Herman the German,' who sought refuge in Japan, now sits and wonders what and where next.

"Love to all,"

Roy.

WHICH SWORD?

A sword, a sword, and a sword;
Which sword will you draw, my son?
For one is of steel with its blind appeal
Till the folly of war is done.
'Tis an honor to fight for God and the right,
But justice is seldom won.

And one is the sword of truth,
God's swift and naked blade
That puts to flight the lies of night
And the hatred of falsehoods made.
We are cowards all when lies appeal,
But in truth we are unafraid.

And one is a flaming sword
Whose work is but begun;
Its glorious part is to change the heart,
Its victories always won.
Draw this and smite with all thy might—
'Tis the sword of love, my son.

—Jason Noble Pierce.

THE SILENT SINGER

By Parm Mayer in Girlhood Days

Griselda Gruen was emerging slowly from the studio of Professor Grimm. Her voice was "sweet and charming," but she simply wasn't "cut out for a singer." The Professor had said it kindly, but the words struck at Griselda's heart like barbed darts. Tears welled in her blue eyes and flowed down her glowing cheeks.

"It's better that you drop music, and spend your time on other subjects," the Professor had said frankly. But how brutal the thought!

"But I want to sing!" was her impetuous answer to all of the Professor's admonitions. Now that she had come away, she was thinking more soberly, maybe, if she practiced hard and long, her voice would overcome breaking. She grimaced. As if she hadn't put every ounce of effort into her singing for many weeks. And what was it getting her?

Griselda picked up her English book. There was a poem to write for a contest in Scribblers' Sanctum. She wondered what she could write out of a heavy heart. She could not dispel the thought that every accepted vocal student would be given a chance to sing at least one solo in assembly. Her one love was music, and to sing in assembly would be the thrill of her life! And now the Profssor was telling her to drop it!

Tim Conner walked past. "Hi, Gris!" he called pleasantly. "Is your poem ready for the Sanctum?"

Was her poem ready! The Sanctum was one of the elite clubs of the school, and only near professionals had any chance. And to think—in this contest the authors were obliged to recite their own poems. Her chance to win would be about as bright as her chance to sing before the assembly!

That night Griselda was sleepless. A thousands negative thoughts dashed through her mind. Then suddenly came back to her mind a poem that had vaguely impressed her. She could remember only a few phrases, but it ran something like this:

If you think you are beaten, you are;
If you think you dare not you don't;
If you like to win, but you think you can't,
It is almost certain you won't.

Griselda jumped to her feet. There was a desperate battle to vanquish the inferiority complex. And as she pondered, she recalled some more lines of the poem:

Life's battles don't always go
To the strongest and fastest man.
But, soon or late, the one who wins
Is the one who thinks he can!

That settled it! She would show them that she could win. She flipped on her light. She would write the winning poem at once! But she sat with her pencil poised over a blank sheet of paper for many minutes. She groped for an idea. If only she could think of something unique!

Suddenly—there it was! She would go through with it, despite everything! Words came in a gush. Griselda's fingers raced to get them down. All the time she was humming a tune by

inspiration. It seemed so beautiful. She went over it again and again. At last she rested her head on the desk and fell asleep.

The big event was on. The Scribblers' Sanctum was attended by a record audience, and the contestants were seated in an attractive row on the rostrum. Griselda had kept her offering a profound secret, and all of her rehearsals had been private. She felt herself fortunate that hers was the last on the program.

Finally the time came when she must step forward. Suddenly her eyes caught sight of Professor Grimm in the audience. It seemed to Griselda she could not utter a sound, but she looked the other way, and her courage won. Then, instead of a poetic recitation, there arose unaccompained, in soft, sweet, rich tones Griselda's poem in original song. The novelty of it both amused and awed the audience. There was perfect silence. Professor Grimm sat tense. He prayed in his heart that Griselda would be able to finish. But the quivering voice gave way on one of the sustained tones.

Not dismayed, and showing great presence of mind, Griselda continued reciting her poem without a break. And when she had finished, the audience arose in a burst of thunderous applause. Griselda had been an easy winner.

Professor Grimm was the first to reach Griselda's side. "My lovely silent singer!" he said passionately.

" 'Silent singer!' " Griselda repeated, and laughed. "Yes," continued the Professor; "singing out loud isn't the only way a person can sing. One can sing inside, or with just words. You have both love of song and love of words. You will sing more words for us—many more—and the world will help you sing them!"

Griselda's face was flushed with joy. "Oh," she exclaimed, "words are so musical!"

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RULES FOR FREE MEN

How shall we do our best to be
Deserving of our liberty?
I think I hear our dead implore:
"Hate less and love a little more!"

How shall we do our best to save
The Flag for which their lives they gave?
"Serve God," the dead reply. "Do good!
Give heart and mind to brotherhood!"

How shall the living worthy be
Of all who died for liberty?
"You learned the way," reply the dead,
"When first the Golden Rule you said."

—Edgar A. Guest.

THREADS FROM GILDVILLE

By G. E. Wallace in Good Business

One may not set the world afire, one may never make a name for himself, but if he has a good living, likes his neighbors and his town, he will have a full, good life, and success will be his crown.

"It looks as if the sun were going to shine," soliloquized Jonathan Gross, observing the sky as he swished the sweepings through the door of his store. "But rain or shine, it's going to be a day." And the man whistled a gay tune as he retreated into his store. Then he smiled as he surveyed the neatly arranged shelves, but when he inspected the rows of baskets of fruits on the floor, he frowned. The contents of three baskets looked overripe. He carried the three baskets to the back of the store, then telephoned the produce man for three more baskets of fruit.

A customer walked in, and bought her customary half dozen eggs. "It's funny, Mr. Gross," she said, "but I never have to say 'be they fresh,' here."

Gross made no reply. He put the carton of egges on the counter.

"And I'll take twenty pounds of sugar."

Gross hesitated. He knew the customer's husband had been ill a long time.

"I'm canning, you see," added the customer.

"When are you calculating to can?" asked Gross.

"Next week."

"H'mm. If I were you—"

"You think sugar's coming down?" The face beamed.

"I'm sure of it."

"All right, then I'll wait."

The telephone rang. The voice at the other end was sharp and excited. It carried through the receiver like an echo.

"She's a terror," said a familiar voice, a friend who had stepped in. "Don't you ever lose your temper?"

Gross considered. "Sometimes," he admitted, and then, a twinkle in his eyes, "with myself."

"Her trade isn't worth anything," the man said.

Gross looked up. "But her advertising is. If I can please her, perhaps I can please someone else."

Down on State Street in Dillon City the Enterprise Department Store occupied a full block, with plate-glass windows that gleamed. Crowds poured in, and clerks and floorwalkers were hurried.

"Look at it!" said a woman of foreign accent as she held up before a floorwalker a ruffled sweater. "I bought it last week and washed it once!"

The irritated customer was taken to the office of the store owner. "I'll see that you get your money back," he said pleasantly. Then he penciled a note and gave it to the woman. "Hand this in at the cashier's window, please. Sorry; we'll try not to let this happen again." The customer smiled. Then the owner wrote another note and sent it on its way.

Ten minutes later the new department head for the boys' department stood before him. The owner handed him the rejected sweater.

"It isn't first quality," the department head admitted, "but I bought those sweaters at a price that gives the store a handsome profit, and there won't be many coming back"

"We're not in business primarily for 'handsome' profits," replied the owner firmly. "This is an institution for service, and the thousands who are depending on us must not be betrayed."

"But listen!"

The owner did, and shook his head, then laughed. "You are not fortunate enough to have been raised in Gildville"

"Gildville! Why, I passed through that burg a week ago. It's so small you can hardly see it!"

"It's so big there's no room for anything that smacks of dishonesty," countered the owner. "The training I received there has made the Enterprise what it is. And it's all because of that man Gross, who runs the one and only store there."

"Gross! I remember," said the department head. "I stopped at his store, and, do you know, he wouldn't sell me a soft drink because he said it wasn't right fresh.

The owner gave the man a searching look.

"I shall take out the shoddy goods," said the man as he started for the door. "Guess I'll feel better, too, putting in goods that I know are worth the price. At any rate," he admitted as a parting shot, "you have made the Enterprise the most successful store in Dillon City."

"Not on your sweaters," returned the owner. And the tone of voice assured the department head that there wasn't any other course for him.

Alone in his office, the owner sat thinking. The most successful store in Dillon City! Well, that was something besides a clear conscience. He turned to his work on the desk. Later he would write to Mr. Gross. He had never told him.

Gildville was sinking into the mist of evening dusk. Here and there flashed a little bulb of light, hardly more than the bright evening star that blinked in unison from above. In the little general store slowly moved a figure. The store was still open, a welcome to all townsfolk. A woman went in, who had forgotten a necessary item. The man waited on her cheerfully. You would not have known he was tired, and thinking of the easy chair by an open hearth. A boy rushed in for a sack of crackling popcorn, almost stumbling into a salesman waiting for the bus.

"I don't see how you've stood it!" the salesman said to Gross cynically. "Thirty-four years in this dump! I'd think you'd have gone where you could have succeeded." Then the bus came. And the dusk deepened as the shadows crept down the slopes of the hills.

Gross stood in the doorway, his gaze following the vanishing bus. He wondered. For a moment he felt a vague disappointment. But that passed. He snapped the door shut. There was an eager light in his eyes. He held in his hand a letter from an old friend, an old fellow-townsman, in whose brilliant success in Dillon City he had rejoiced. He must hasten now to go

and read the letter, for his hours had been full and busy.

And in the inspiration and comfort of his own easy chair, he read: "My greetings to the most successful man in all the world .... a full life of honor, to whose example I owe my all!" And Jonathan Gross bowed his head, and in the faint flicker of the hearth fire he saw the threads of gold, which, like a spider's web, reached out to the uttermost realms.

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THE BOYS WE NEED

Here's to the boy who's not afraid
To do his share of the work;
Who never is by toil dismayed,
And never tries to shirk.

The boy whose heart is brave to meet
All lions in the way;
Who's not discouraged by defeat,
But tries another day.

The boy who always means to do
The very best he can;
Who always keeps the right in view,
And aims to be a man.

Such boys as these will grow to be
The men whose hands will guide,
The future of our land; and we
Shall speak their names with pride.

All honor to the boy who is
A man at heart, I say;
Whose legend on his shield is this:
"Right always wins the day."

—Author Unknown.

ATTLEE WENT TO DINNER AND STAYED TO WASH DISHES

(Linotype News)

Clement R. Attlee may be the new prime minister of England, but to Mrs. Robert Collier of San Bruno, Calif., he probably will long be remembered as the man who came to dinner at her house—and afterwards washed the dishes.

Some thirty years ago Robert Collier, now foreman of the Guaranty Printing and Lithographing Company of San Francisco and an all-round printer and Linotype operator, knew Clement Attlee in England. And so, when the latter came to San Francisco last spring as a delegate to the United Nations Conference, the former invited him home to dinner.

"My wife, Isabel, was a bit fussed," Bob Collier explained afterward, "when I phoned her I was bringing home a couple of boys for dinner and that they included Clement Attlee, lord president of the council, one of the four delegates of the United Kingdom to the U. N. C. I. O., and Capt. John Dougdale, member of parliament.

"But they were a swell pair, easy to entertain, and no fuss or bother. In fact, after dinner, Mr. Attlee shooed my wife out of the kitchen while he washed the dishes. And Captain Dougdale wiped them."

For about five years Bob and the new prime minister were next-door neighbors in Stepney, near the famous Limehouse district in London. Bob had just completed his printing apprenticeship, and Attlee had just finished his studies at Oxford University.

"Mr. Attlee," said Bob, "was deeply interested in the welfare the people. He was largely responsible for the setting up of workers' schools in our district and bringing education within reach of the masses.

"We were both deeply interested in the work of William Morris and held lengthy discussions on his contributions to printing, furniture and stained-glass windows."

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There are three qualities which have given this old world some of its choicest possessions. They are: (1) A simple reverence for the truth; (2) A great passion to know; (3) A desire to do.—Selected.

CHRIST'S LEGACY OF PEACE

(The Baptist Courier)

In these evenful days when universal world peace it the hope uppermost in the minds of Christian people we find ourselves turning to Christ's gift of peace to his followers. In his last discourse to his disciples, we hear him declare, "Peace I leave with you; my peace I give unto you; not as the world giveth give I unto you." He is not merely bidding them a courteous and kindly farewell; he is beqeathing them a priceless legacy. It is the peace of God which passeth understanding. It was the peace of perfect character. It was the hall mark of his divine origin. The music of his life was attuned to the melody of heaven and in it there were no discords of worry, or feverish haste, or fretful anxiety.

He had unshaken faith in the success of His mission. He knew the Eternal God was on His throne and that the love and justice my which He rules are bound to triumph. He fully realized that the pathway He trod inevitably led to the cross, but He was equally certain that the cross would be the fulcrum to uplift the world: "And I, if I be lifted up, will draw all men unto me." Thus it was that whether loved or hated, the peace of God clothed Him as did His seamless robe.

Representatives of forty-nine nations have been laying plans at San Francisco for an era of world peace. They have sought to build a framework in which nations can live together in harmony. While it is not the function of the Christian church to participate directly in that noble task, it is her function to create the atmosphere in the hearts of men of all nations and races which will enable mankind to live together in brotherhood, without recourse of war. It is in the spirit rather than in the framework that lies the hope of mankind. But while peace is even our goal, let us not forget that in a world where unrighteousness is dominant the forces of evil must be fought, and while we put off the earthly armor we must put on the armor of light. In fact, the only way in which we can fully enter into the peace with God is to follow Him in the fight to overthrow the froces of evil and in the building up of the kingdom of God building up of the kingdom of God. Well did the late J. G. Greenough once say: "God never gives His peace except to fighting men. It comes not to end the battle, but to those who are in battle. The reason that so many of us never, or rarely, enjoy the peace of God is that we are taking no part in the Christian warfare against the wrongs and unbelief, and depravity which are in God's world. Let them alone and the very love of God will desert you and His peace will follow it. The peace of God will either never come to you nor remain with you unless you are in some sort a soldier of faith, doing battle against your own sins, or the sins of others, or both."

SUNDAY SERVICE AT THE SCHOOL

Mr A. C. Sheldon, of Charlotte, visited the Training School last Sunday. He was accompanied by Mr. Fred H. Plexico, who was the guest speaker at the regular afternoon service. Mr. Plexico, who is the owner of a printing plant in that city, is also a prominent layman, taking an active part in various phases of the religious work carried on there. For the Scripture Lesson he read St. John's Gospel 15:9-17.

The speaker began his remarks by telling the boys that he was not a preacher but was just a layman, trying his best to live right, and to help others whenever he could. He said that he particularly wanted them to remember the 17th verse of the lesson just read, in which Jesus commanded his disciples to love one another.

A person cannot possibly get anywhere by being a bully, said Mr. Plexico. The best way to get along is to love our neighbors. If men all over the world had had this great love in their hearts, there would never have been World War II.

The speaker then told his listeners that we should all recognize the truth of Jesus' statement that greater love hath no man than that he give his life for his friend. This has been illustrated many times in the war just ended, according to the stories coming to us where brave men sacrificed themselves for others.

This great principle—love—is the only foundation upon which world peace can be laid, continued Mr. Plexico. It's a fair exchange. If you love people, they, in turn, will love you. Just as a mirror gives one a true reflection of his own features, the people we meet will return the same kind of treatment that we give them. Although it may seem extremely difficult at times, it always pays to love those with whom we come in contact.

Jesus has told us to love our neighbors, said the speaker. If we learn to do that, there will be no difficulty in overcoming the great trials of life. Just as the strong winds give strength to the mighty oak, so life's trials will make stronger men of us.

The speaker then stated that one of the chief troubles today is that people really do not understand what it means to live Christian lives. Many of them think that to simply become church members, to take some little part in the work of the church and to pay a little toward its expenses are all that is necessary. That is where people make a great mistake. By all means, we should become church members, but above all else, we need to learn how to love each other, according to the rules laid down by the Master. Many people think that to accumulate a lot of money and property is to be successful. This is also wrong

We have Christ's great promise, "As the Father hath loved me, so have I loved you." said Mr. Plexico. Jesus only asks that we in return love one another. By loving our neighbors we get a joy that cannot be secured in any other manner.

In conclusion, the speaker told the boys that each one of them has a very

definite mission in life. Each one has a God-given talent. He urged the boys to put their talents to work and to strive to carry out their missions as God would have them carried out.

———:———

CHRISTIANITY BELONGS TO LAYMEN

The sermon last Sunday morning by Rev. Sam Milton was one of the most thought-provoking messages which has been brought to a Central Methodist church congregation in some time, for he put his finger on the weak spot in all churches everywhere when he said that Christianity belongs to the laymen, and that the salvation of the church, made possible through service to mankind, lies in the hands of the laymen. If Christianity belongs to the laymen, and every thinking man knows that it does, then we are bound to admit that few laymen are giving their property the consideration and attention it merits.

Rather they have been content to hire a "specialist," as Mr. Milton pointed out, to take care of their religious needs. But Mr. Milton emphatically declared that religion is not something that can be handled by a proxy, for no preacher can save a man's soul. He must save it himself. The layman must do his own praying, for prayer is not one of those things in the realm of the specialist.

Much too often the laymen do not vitally concern themselves with the affairs of the church. They are content to allow the pastor to do as he pleases, and if he pleases not to do anything of importance, the laymen stand idly by and justify their indifference by saying that people are just not Christians.

Long ago we came to the conclusion that if the church and Christianity are left to the preachers, the world is headed stright for destruction, and we are glad to have a thinking young minister confirm our belief in the matter.

Albemarle people are proud of this young man, and the contribution he is making to mankind as a minister of God.

—The Stanly News And Press

COTTAGE HONOR ROLL

Week Ending September 16, 1945

RECEIVING COTTAGE

Lawrence Allen
Thomas Brantley
Claude Bridges
George Bridges
Samuel Dill
Dean Harris
Harry Matthews
Charles Reeves
William Speaks
James Teague
Frank Westmoreland
Charles Young

COTTAGE No. 1

J. C. Alley
Lyndon Barnett
Hubert Black
William Britt
Paul Church
George Cox
Horace Collins
Worth Craven
Carl Davis
William Doss
Thomas Everhart
Raymond Harding
Edward Hambrick
Franklin Hensley
Robert Holbert
Jack Lambert
A. J. McCraw
David Prevatt
Franklin Robinson
Clay Shew
Harry Thompson
Benson Wilkins

COTTAGE No. 2

Louie Ashe
Walter Byrd
Haney Cothrin
Rufus Driggers
Glenn Evans
Gerald Johnson
Chester Lee
Howard Manus
Barney Mills
James Norton
Knox Norton
Hayes Powell
William Phillips
Melvin Radford
Van Robinson

COTTAGE No. 3

Joseph Case
Thomas Childress
James Christy
Charles Earp
Lindsay Elder
James Graham
Robert Helms
Robert Lee
Lawrence Littlejohn
Thomas Staley
William Ussery
Paul Wolfe
Clyde Wright
Donald Redwine

COTTAGE No. 4

Paul Carpenter
Eugene Hudgins
Hobart Keaton
Roy Miller
James Parker
Ernest Turner

COTTAGE No. 5

Woodrow Davenport
Robert Jarvis
Raymond Pruitt
Robert Wilkins

COTTAGE No. 6

Coy Creakman
Keith Futch
William Hawkins
Clyde Hoffman
George Jones
Nolan Morrison
Jerry Oaks
Lewis Sutherland
Ralph Seagle
Leroy Wilkins
James Walters

COTTAGE No. 7

Edward Guinn
Jerry Peavy
Jack Phillips
Robert Shepherd

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9
Clifton Kerns
Gene Peterson

COTTAGE No. 10
Raymond Byrd
Thomas Cottrell
Forest Cowan
James Hensley
Brevard Hiatt
William Lane
J. C. Michael
Leonard McAdams

COTTAGE No. 11
(No Honor Roll)

COTTAGE No. 12
(Cottage Closed)

COTTAGE No. 13
William Andrews
William Black
Ervin Ewing
Charles Gordon

COTTAGE No. 14
Elbert Gentry
Howard Holder
Reeves Lusk
Landon McKenzie
Lawrence Owens
John Roberts
Jerry Smith
Thomas Stallings
James Spence
Thomas Styles

COTTAGE No. 15
Harold Bates
William Caldwell
William Correll
Jack Crump
Jack Green
John Green
R. V. Hutchinson
Marshall Lamb
James Johnson
Harvey Leonard
Gordon McHan
Zeb Presson
Hilton Reid
Robert Rivenbark
Harvey Squires
Robert Summersett
Coy Wilcox

William Brooks
Norman Hentschal
INFIRMARY

INDIAN COTTAGE
(No Honor Roll)

MY WORK

Father, where shall I work today,
And my love flowed warm and free;
Then He pointed me out a tiny spot,
And said, "Tend that for me."

I answered quickly, "Oh, no! Not that!
Why no one would ever see,
No matter how well my work was done;
Not that little place for me."

And the word He spoke, it was not stern,
He answered me tenderly,
"Ah, little one, search that heart of thine;
Art thou working for them, or me?"

Nazareth was a little place,
And so was Galilee!

OCT 6 1954

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THE UPLIFT

VOL. XXXIII CONCORD, N. C., OCTOBER 6, 1945 No. 40

DO IT NOW

If you have hard work to do,
Do it now.

Today the skies are clear and blue,
Tomorrow clouds may come in view,
Yesterday is not for you,
Do it now.

If you have kind words to say,
Say them now.

Tomorrow may not come your way,
Do a kindness while you may,
Loved ones will not always stay,
Say them now.

—Selected.

Published Weekly By
THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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The Uplift

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

WISHFUL THINKING

It's not what you'd do with a fortune,
If riches should be your lot,
But what you are doing today
With the spare time you've got.

Perhaps you are busy dreaming
Of getting a million or two;
But what good is this dreaming
If you won't make it come true?

In building fancy air castles,
Illusions are all we've got;
It's wasted time, this "chasing rainbows"
For a fool's gold in the pot.

Not all of us have equal talents,
There's no use saying that we do;
But say! what is holding you, brother—
From using what's been given you?

—Fern E. Garwood

THE QUINTESSENCE OF HUMAN GOODNESS

In recent days some of the survivors of the Doolittle expedition over Japan have reported to the world some of their experiences which they endured during the darkest hours of their suffering because of imprisonment and torture. In the stories of these heroic men, the world has a new understanding of the spirit of love and brotherhood. While their stories have been interwoven with accounts of intense suffering and great agony, on the other hand they

show what is really the quintessence of human goodness that is able to rise above all that is pagan and barbaric.

The response of at least some of Doolittle's men coincides with many other events which have tended to inspire the Christian people of the world to higher and higher ideals. For instance, Christ Himself, when He came to that point in His life where He was crucified on a cross, as He was there facing those who were torturing Him to death, out of the goodness of his heart He exclaimed, "Father, forgive them for they know not what they do." The very people whom He had sought to serve and to heal their afflictions had turned upon Him because they were ignorant of the meaning of His mission. Of course, Christ was endowed with an element of divinity that placed Him somewhat above the strength and power of human frailty. Yet, He showed that His whole being was thoroughly attuned to the highest sentiments of heaven, and the words of His lips in that melodramatic hour echoed the divine ideals of God Himself. His life is our sublimest pattern of human conduct.

Once it happened in the life experiences of George Washington, who is honored as the father of his country, that as a young man he rose to great heights as he faced a great temptation. Washington was on his mission to the West for Governor Dinwiddie. Traveling through dense forests and facing all the perils of wild animals, it occurred that Washington and his companion were about to be slain by an Indian who had stealthily crept upon them as they rested. However, Washington and his companion gained the upper hand and could have shot to death this would-be assassin. Instead, however, George Washington requested that the life of this Indian be spared because he said he was ignorant and unlearned in the sentiments of human love and understanding.

Two of the Doolittle flyers, Capt. Robert L. Hite and Master Sgt. Jacob De Shazer, in their recent reports, have inspired the world with their marvelous spirit of forgiveness. Through many long months their lives had been sweetened unto forgiveness, and their souls had been seasoned unto service, because their hearts had been mellowed in the critical experiences of torture and suffering, as they lay in their filthy prisons, exposed to devastating diseases, their minds at the same time exposed to the disintegrating forces of mal-

ice and hated that is born of a feeling of injustice, and as they were no doubt mindful of the comforts and pleasures of those back home for whom they fought and suffered. Physically they wasted away in their hunger and weariness.

Because they possessed an inner stregth of the Spirit, they wrote these immortal words:

> We decided that we had no hatred for our guards, vicious as they were. They were ignorant and mean, but perhaps—we thought—there was some good in them. The only way to develop that goodness would be by understanding and education—not by brutally mistreating them as they were doing us.
>
> The basic decision at which we arrived was that love, not hate, is the road to peace among men. That is why we decided that religion is so important in the lives of men because it teaches love.

Sergent DeShazer then gives us the inspiring account of his call to be a missionary.

> That is why I decided to become a Japanese missionary when I am released from the Army. I believe firmly that I received a call from God.
>
> I know I was sick and weak, and maybe a little out of my head, but one day in my cell I felt the call as clearly as though a voice were speaking to me. I don't mean I heard a voice. It was more like a flash of truth. I even tried to think about something else, but I couldn't. I memorized what came to my mind and later wrote it down. It was:
>
> "Know that all mankind is doomed to be perfect; that we must love one another and that we are all God's children; know that no one comes to the Father except through the Son."

How marvelous it is that men can ascend to such divine heights! Truly, if these men who endured so much came through it all with such a transforming vision of service to one's fellowman, then how strong the lessons should be to those of us who enjoy the comforts of home fires, to the end that we, too, may catch a vision of the meaning of life and of the brotherhood of man.

* * * * * * * *

CHAIR REPAIR PROJECT

At the present time Mr. Liske and the boys who work with him

in the bakery are operating a chair repair project at the school. This is proving to be a very constructive and valuable project for the school. Already the boys have put new bottoms in approximately 100 chairs, and in many instances these were chairs which had been discarded. A good many chairs had been allowed to accumulate in basement or attic rooms or under some building, and we are delighted with this project for re-claiming these chairs that are urgently needed.

These boys have just really gotten started on this project, and there are in the cottages a good many other chairs which are urgently in need of repair. Some of the boys have developed some of the fine points of chair bottoming. Among these boys are Elmer Earl Godley and Donald Clodfelter. They are using a new material called Art Fiber Weaving Material instead of the usual cane material.

An important feature of this project is that the boys and Mr. Liske wash off all the dirt and grease from the chairs; Then after the repairs have been completed they give them a good coating of paint, which makes them look as good as new.

The school is greatly delighted with this project.

* * * * * * * *

NEW SCIENCE LABORATORY AT THE SCHOOL

Mr. Carriker and his boys in the carpenter shop have just repaired and renovated a room at the school building which will be used under the direction of Mrs. Edith Baucom, the science teacher, as a science laboratory for the boys of the eighth and ninth grades.

The boys put new sheetrock overhead and repainted the plastered walls in light colors. This room is located under the auditorium and near the entrance to the school's storeroom. It makes ample provision for the needs of the science department.

With the completion of this room the school building now has a total of ten rooms for classroom instruction. This still leaves the beautiful library room available for library work.

Some new science equipment and supplies have already been ordered for this department. Mrs. Baucom and the boys are making several collections of science instructional materials and the pros-

pects are good for this to be one of the most interesting rooms in the school.

There will be provision for some sample experiments. One of the dominant purposes in this department will be to make abundant use of experimentation and visual education.

* * * * * * * *

PLAYGROUND EQUIPMENT TRANSFERRED TO SCHOOL GROUNDS

The school owns an excellent set of playground equipment, including slides, swings, and handle bars. This equipment for a good many years has been inconveniently located on the far side of the athletic field. Because of its location, it has not been used to full advantage, and has not been kept in good repair. The workmen are now in process of moving this equipment to the school playgrounds where it will be available for the small boys during their play periods, and it will also be available for the small boys who live in cottages 6 and 7.

The moving of this equipment is under the direction of Mr. Alf Carriker, Mr. Frank Liske and the boys of their two departments.

There is no doubt but that the use of the equipment will be greatly enhanced by having it at the new location.

* * * * * * * *

HAY HARVESTING AND GRAIN SOWING PROJECT

At the present time the boys who work out on the farm under the supervision of Mr. Lee White, Mr. Morris, Mr. Kiser, Mr. Tomkinson and Mr. Peck have been busily engaged in harvesting the lespedeza hay crop and preparing the soil for the sowing of the grain crop this fall.

We have been fortunate in the quality of hay that we have this year, but the weather has been rather unfavorable for the harvesting. The hay barns are beginning to fill up, and everyone here has been interested in the operation of the new hay drying equipment at the dairy barn.

The school has just been able to secure a new side delivery hay rake and a new tractor. This equipment has been in regular use along with our other equipment. The boys have been doing the

hauling with both trucks and wagons. At the dairy barn we have had in use a new motor-driven hay hoister.

Every possible effort is being made to harvest as much hay as we can this year. During the winter months, with the increase in the beef herd, the school will need all the hay that it is possible for us to get.

During the next few weeks, the boys will be sowing approximately 300 acres, and this will keep all the farm boys intensely busy during the favorable weather, for our purpose will be to get the grain sowed just as soon as possible.

BIRTHDAYS

In The Uplift, we plan to annouce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of October 7, 1945

Oct. 9—Charles Gibson, Cottage 5, 15th birthdal.
Oct. 9—Terry Hardin, Cottage 13, 15th birthday.
Oct. 10—Harvey Arnett, Jr., Cottage 2, 13th birthday.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Mr. Godown goes on his Vacation

By Thomas Wansley, 9th Grade

Mr. Leon Godown, our printing instructer and cottage officer, has gone on a two week vacation. Mr. Godown prints our offical magazine, The "Uplift," weekly. Mr. Godown has had charge of the print shop every since his employment at the School, Nov. 29, 1922. Mr. Godown has charge of Cottage No. 9 every other week.

He is orginally from Leaksville, New Jersey. He has gone home to visit his mother whom he has not seen in one year. Mr. Godown goes home every year to visit his mother. He left Sunday night. He is going to travel up there with a friend of his and is going to fly back. We all hope he has a swell time and we are all waiting for him to return.

Items of Interest

Gerald Johnson, 9th Grade

There have been two boys who have gone home this week. They are as follows: Charles Earp, Hendricks; and William Andrews, Graham.

Gordon McHan, an eighth grade boy, has gone home to visit his father who is a major in the Army. He has been over seas for two years. Gordon will be back in a few days.

Since number nine has been sent out there has been some repairs. Mr. Carriker and the carpenter shop boys are doing a good job. They are going to varnish the walls again. It is going to be an ivory color.

The last few days the work line has been picking a lot of peanuts. They have been putting them in the cannery to dry. The boys have picked approximately 100 bushels of peanuts.

The Swings are Being Moved

Raymond Byrd, 9th Grade

The swings have been moved from the ball-ground, up to the school play ground. This is a fine place for them. This project is being fixed by the carpenter shop and bakery boys. They have it nearly half-finished. There will be swings and slides for the little boys of the school sections and the boys of No. 6 and No. 7 cottages. This is proving to be a big project and a lot of heavy work. The boys in the carpenter shop and bakery are enjoying doing this work so the smaller boys may enjoy themselves.

W. E. G. O.

By Thomas Wansley, 9th Grade

Our radio program last Tuesday was given by Mrs. Dotson's room They began the program by a group of boys singing "I've a Story to Tell to the Nations." Then they sang "Lead on, O King Eternal." Mr. Hawfield then gave a talk on Mr. Tomkinson, first superintendent at the school. Then he mentioned the trustees who have served the school

from time to time. Mr. Hawfield gave a short talk on the contributions of the trustees. We all enjoyed this will be Mr. Corliss's sixth grades time to give their program.

Football Prospects

By Barney Mills, 9th Grade

Football has not gotten under way yet at the school, although we have some good material. We still have seven boys who played on the school team last year. Leonard McAdams halfback, Earl Godley, tackle, Jack Williams, guard; James Stadler, center, William Burnett, guard, and Earnest Bullard, tackle.

We do not have a coach yet but Mr. T. R. Adams will coach until the school can get one.

Science

By T. L. Arnette, 9th Grade

We are studying science and have been for the past three months. We are now studying about different animals. The different kinds of vertebrate animals are fish, amphibions, reptiles, birds, mammals. They are probably the most interesting study there is. It is very interesting to find out how they live and breathe. The fish are the first of these five. They breathe by means of gills. They reproduce by laying eggs. The amphibians are very very queer. They are double lifed and can live both in water and on land. They breathe by means of gills in water and by means of lungs on land. The most of the amphibians lay eggs to reproduce their young. The reptiles are a very interesting study. They breathe by means of lungs although they are adapted for living in both water and on land. Most of them also lay eggs to reproduce their young. The next study is the birds. They are probably the next to the most interesting of all. Theyy are feathered and lay eggs to reproduce their young. They feed their young mostly on bugs and worms. The last and the most interesting of them all are the mammals. They are the most sensible of all. These include elephant, whales, monkeys, dogs, bats, pigs and the Human beings. Mammals nourish their young by means of the female. We have all enjoyed this study very much.

Friday Morning Chapel Program

By Carlton Morrison and Donald Clodfelter 9th Grade

Mrs. Morrison's second grade gave a very nice program at the school auditorium, Friday Sept. 28. The stage was decorated nicely with beautiful flowers on white stands, and pictures of dogs in the background. The program was opened by the audience singing, "Oh Beautiful for Spacious Skies." The second grade class then sang two songs, "I Think when I read that Sweet Story," and "When He Cometh." They then said by memory the twenty-third psalm. Next, Andrew Daw sang a solo, "Just a Prayer Away." The whole class then repeated the ten commandments. Following was a story about childs happy summer read by Andrew Daw. John McKenny next told a story about dogs. Then Eugene Peterson sang

Mrs. Baucom has been helping the boys very much. There are a few good players in the afternoon section, too. They are as follows: Gene Hudgins, Charles Gordon, William Burnett, Robert Rivenbark, Louie Ashe, and Gordon McHan. We hope these boys will keep playing and learn more about basketball.

B. T. U. Meeting
Intermediate Group

By Jack Gentry 9th Grade

We first assembled in the auditorium and sang some songs led by Mr. Hawfield and Mrs. Frank Liske played the piano for us. Mr. Puckett gave a talk on "Friendship." George Guyton sang a solo. "Somebody Did a Golden Deed." We then assembled in our class rooms.

Mr. Puckett was in charge of our group this Sunday. We started our program by Kenneth Staley who called the roll. Gerald Johnson then named all the books in the Bible. We had a short discussion about the B. T. U. Gordan McHan then gave a part on "Liquor Demands on Freedom." The next part was given by Robert Summersett on the subject "Liquor Make's Demands on Happiness." "Liquor Hinders Sucess," was the next part given by Kenneth Staley. John Fine gave a part on "Liquor Destroys Spiritual Interest." Liquor Demand's Life itself," was given by George Guyton. The parts for next Sunday were assigned by Hugh Cornwell one of our group leaders. Gerald Johnson asked some questions concerning the Bible. We were dismissed in a short prayer by Jack Gentry.

a solo, "Old Shep." Then it was told how to care for your dog. The class then sang five songs," Old Dog Tray," "Oh where has my Little Dog Gone," "Coming through the Rye," She'll be Coming around the Mountain," and the game song "Farmer in the Dell." A poem," Farewell to the Farm," was given by Richard Davis. At the close of the program Mr. Hawfield, our superintendent, gave an inspirational talk on the value of learning a lot of good things in one's youth. He gave several illustrations of how a strong faith in God built up in youth had pulled people through time after time in this great war we have just gone through.

Show last Thursday Night

By Raymond Byrd 9th Grade

The show last Thursday night was very good. The name of it was "She gets her Man." Starring Joan Davis and Leon Errol. This was one of the best shows that has been at the school since the show "Bataan." This was a Universal Production.

Prospect in Basketball

By Gray Brown

We are playing basketball at the school at recess. There are several good players at the school. They are as follows in the morning school section: Raymond Byrd, Thomas wansley, Barney Mills, Gerald Johnson, Jimmy Stadler, T. L. Arnett, Jack Gentry, Robert Lee, Morrison Jacob, and Landon McKinsey or better known as "Pedro." The boys are making much progress in basketball. They enjoy it and show much interest in it.

B. T. U. —Group No. I

By Clay Shew

We first received our new quarterlies. We then sang three songs. The boys then told how many chapters they had read. In all we had 454 chapters. Mrs. Summers our teacher then gave out the papers and we went to our cottages.

B. T. U.—Group No. II

By Joseph Case

We started our program by letting some of the boys lead in prayer. Mr. Summers then gave out the new quarterlies. Then we recited the first Psalm. William Brooks gavé a puzzle program. Jack Phillips then read a selection. Emory King gave the 3rd part "The Cartoon." Clifton Rhodes gave the next part. Robert Helms gave the last part.

I TOOK MY BOY A-FISHING

Yes, sir, I took my boy a-fishing;
Sure, my wife she told me to;
But besides, I kind of done it,
'Cause it seemed the thing to do.

It's a heap more fun a-fishing
When I'm out there with my son,
'Cause we really get acquainted
Through a little fishing fun.

And when my creel of life is empty,
And my life's line sort of worn,
I shall always keep rememberin'
That first early summer's morn.

When I took my boy a-fishing
And I really learned the joy
That comes to every father
When he really knows his boy.

—Outdoor Nebraska.

HISTORY OF STONEWALL JACKSON TRAINING SCHOOL

By S. G. Hawfield

There is being prepared a history of the Stonewall Jackson Training School Since the School has been in operation over a period of approximately thirty-six years, the preparation of this historical sketch involves a considerable amount of investigation and research. Later on, the history will be published by the North Carolina Historical Commission. Already five chapters or divisions of the School's history have been completed, and the plans are to print these in THE UPLIFT, our local magazine from time to time.

The chapters which are complete are as follows:

Introduction.

Chapter I. Development of the sentiment for a training school in North Carolina.

Chapter II. Legislative enactment creating the Jackson Training School, and subsequent amendments.

Chapter III. Purpose and function of the Jackson Training School, past and present.

Chapter IV. Early beginnings of the institution.

Chapter V. Organizational set-up.

Chapter VI. Gifts and bequests.

(Continued From Last Week)

CHAPTER V

Organizational Set-Up

PRESENT STAFF MEMBERS, LISTED ACCORDING TO BUDGET CLASSIFICATION — JUNE 12, 1945

Name	Position	Entered Employment
S. Glenn Hawfield,	Superintendent	August 1, 1942
Jesse C. Fisher,	Assistant Superintendent	June 1, 1909
C. B. Barber,	Budget Officer and Accountant	March 10, 1924
W. M. White,	Purchasing Officer, Cottage Officer and Poultryman. (Veteran of World War I. Served in Army of Occupation in Germany.)	September 17, 1921
Miss Ruth M. McCoy,	Secretary and Boys' Accountant	July 23, 1943
Miss Ellen C. Niblock,	Secretary and Stenographer	December 6, 1943
J. W. Hines,	Principal, 8th Grade Teacher and Cottage Officer	June 5, 1944
Joe N. Bass,	7th Grade Teacher and Substitute Cottage Officer	January 3, 1944

John D. Corliss, 6th Grade Teacher and Cottage Officer	February 11, 1939
Mrs. James F. Dotson, 5th Grade Teacher	May 29, 1944
Miss Lillian F. Baird, 4th Grade Teacher	September 1, 1943
Miss Mary Davis, Acting 3rd Grade Teacher	May 7, 1945
Mrs. W. M. Morrison, 2nd Grade Teacher	September 1, 1943
Mrs. Kate C. Hawfield, 1st Grade Teacher	September 1, 1943
Mrs. Elise H. Miller, Indian Teacher and Librarian	October 20, 1943
Leon Godown, Printing Instructor and Cottage Officer	November 29, 1922
Tom F. Blume, Textile Instructor	July 1, 1939
H. H. Wyatt, Machinist and Cottage Officer	July 17, 1941
Frank Liske, Baker and Cottage Officer	September 1, 1923
Mrs. Nellie C. Beaver, Administration Building Matron	September 16, 1944
Mrs. Sadie H. Dutton, Infirmary Matron	December 13, 1943
Mrs. Thomas R. Adams, Cottage Matron	July 1, 1942
Mrs. James K. Peck, Cottage Matron	April 17, 1945
Mrs. Anna H. Tomkinson, Cottage Matron	January 8, 1945
Mrs. L. S. Kiser, Cottage Matron	November 1, 1941
Miss L. Frances Holloway, Cottage Matron	May 8, 1945
Mrs. A. L. Carriker, Cottage Matron	February 1, 1925
Mrs. J. W. Russell, Cottage Matron	September 22, 1941
Mrs. W. W. Carriker, Cottage Matron	September 9, 1942
Mrs. F. W. Pharr, Cottage Matron	August 6, 1943
Mrs. Frank Liske, Cottage Matron	August 2, 1927
Mrs. Selma L. Rouse, Cottage Matron	May 15, 1944
Mrs. W. F. Morris, Cottage Matron	May 1, 1927
Mrs. H. H. Wyatt, Cottage Matron	August 23, 1942
Mrs. Hamp Spears, Cottage Matron	December 16, 1944
Mrs. G. L. Simpson, Cottage Matron	July 1, 1924
Mrs. Mary M. Isenhour, Relief Matron	May 21, 1945
Mrs. Nannie G. Hill, Sewing Director	October 11, 1944
John W. Russell, Laundryman and Cottage Officer (Veteran of World War I.)	August 19, 1919
J. Lee White, Farm Superintendent	October 14, 1915
W. Frank Morris, Assistant Farm Superintendent and Cottage Officer	February 15, 1925
Harry L. Rouse, Farm Helper and Cottage Officer	May 15, 1944
William W. Carriker, Farm Helper and Cottage Officer (Formerly employed, April 18, 1938 to January 1 1940)	June 21, 1941
L. S. Kiser, Tractorman and Cottage Officer	July 13, 1932
Sam B. Kennett, Farm Helper and Cottage Officer. (Veteran of World War I.) Formerly employed here far about two years, 1922 to 1924.)	August 8, 1941
James K. Peck, Farm Helper and Cottage Officer	April 17, 1945
Henry F. Tomkinson, Farm Helper and Cottage Officer	January 8, 1945
Thomas R. Adams, Gardener and Receiving Building Cottage Officer	March 16, 1942

Richard H. Walker, Gardener Canner and Cottage Officer. (Veteran of World War I. Formerly employed about one year, 1911 to 1912	March 3, 1924
J. H. Hobby, Dairyman and Cottage Officer	September 15, 1916
A. L. Carriker, Carpenter and Cottage Officer	January 20, 1924
Eugene K. Wilson, Night Watchman	May 19, 1942
S. C. Dollar, Night Watchman	May 3, 1944
Dr. R. M. King. Attending (daily) Physician since about 1930. (Prior to that for years on call.)	
Warren H. Wilson, Part-Time Bandmaster. (Veteran of World War II.)	September 18, 1944

FORMER STAFF MEMBERS — LISTED, TO SOME EXTENT, IN THE ORDER OF LEAVING

June 12, 1945

Name	Position	Employment Period
T. V. Talbert,	Asst. Farmer and Cottage Officer. (Retired.)	1914-1944
R. A. Sappenfield,	Farm Helper and Cottage Officer. (Retired)	1926-1944
Mrs. R. A. Sappenfield,	Cottage Matron. (Retired)	1926-1944
Mrs. Emma Taylor,	Librarian. (Formerly a Matron, 1941-1942	2 mos. 1943
Mrs. Agnes S. Liner,	Cottage Matron	1939-1943
J. Harold Liner,	Athletic Director, Indian Teacher and Cottage Officer. (Army)	1937-1943
Robert J. Freeland,	Farm Helper and Cottage Officer	2 mos. 1945
C. M. Brinn,	Farm Helper and Cottage Officer	1943-1944
Mrs. C. M. Brinn,	Cottage Matron	1943-1944
William H. Davis,	Farm Helper and Cottage Officer	5 mos. 1944
Mrs. William H. Davis,	Cottage Matron	5 mos. 1944
Charles E. Thomas,	Farm Helper and Cottage Officer	1943-1944
Mrs. Arlene F. Thomas,	Cottage Matron	1943-1944
John B. Ellenburg.	Farm Helper and Cottage Officer	6 mos. 1944
Mrs. John B. Ellenburg,	Cottage Matron	6 mos. 1944
Edgar E. Harding,	Infirmary Helper	7 mos. 1944
Mrs. May Mast Hobby,	Cottage Matron. (Retired on disability)	1924-1945
S. M. Alexander,	Night Watchman. (Retired)	1941-1944
R. E. Helms,	Night Watchman	1941-1944
I. D. O'Briant,	General Helper	3 mos. 1943
Mrs. Ruth M. O'Briant,	Registered Nurse	3 mos. 1943
John L. Carriker,	Farm Helper and Cottage Officer	1931-1944
Mrs. Faye M. Carriker,	Cottage Matron	1933-1944
Walter G. Andrews,	Teacher and Cottage Officer	1928-1943
Mrs. Walter G. Andrews,	Cottage Matron	1938-1943
Harry G. Hartsell,	Farm Helper and Cottage Officer. (Formerly employed, 11-12-1929 to 5-18-1935.)	1943-1944

Mrs. Bertha M. Hartsell, Registered Nurse 1943-1944
Mrs. Bettie Lee, Cottage Matron. (Retired) 1927-1944
Mrs. Geneva S. Dillard, Administration Building Matron 1942-1944
Mrs. Louise L. Johnson, Infirmary Matron ..... 4 mos. 1944
Mrs. J. P. Cook, Associate Editor of "The Uplift.,, (Retired) 1928-1944
Ralph Brausa, Part-Time Bandmaster. (Navy) 1942-1943
Austin G. Ledwith, Part-Time Bandmaster 1943-1944
Mrs. Maude H. Potts, Teacher ..... 3 mos. 1943
W. W. Johnson, Principal, 7th Grade Teacher and Cottage Officer. (U. S. Army Officers' Training Camp, 9-1-1918 to 12-1-1918) 1916-1944
F. Myrick Russell, Teacher ..... 1 mo. 1943
Mrs. R. H. Walker, Cottage Matron 1935-1942
O. M. Stirewalt, Farm Helper and Substitute Cottage Officer ..... 3 mos. 1942
J. E. Adams, Jr., Gardener and Cottage Officer 1939-1942
Mrs. J. E. Adams, Jr., Cottage Matron 1939-1942
Thomas B. Finley, Farm Helper and Cottage Officer 1937-1943
Arthur S. Crider, Shoemaker 1941-1943
Mrs. Arthur S. Crider, Registered Nurse 1941-1943
Mrs. Hattie M. Brown, Librarian 1942-1943
Mrs. Maude Harris, Matron. (Retired) 1923-1943
Ralph P. Mullinax, Jr., Teacher and Cottage Officer 1942-1943
Charles E. Boger, Superintendent. (Retired) 1913-1942
Roy B. Blackwelder, Teacher and Cottage Officer 1940-1942
W. B. Crawford, Teacher and Cottage Officer ..... 6 mos. 1942
Miss Mary Frances Redwine, Secretary and Pianist 1940-1943
Byron L. Beaver, General Helper ..... 3 mos. 1941
Roy H. Ritchie, Machinist and Cottage Officer 1925-1941
Mrs. Elizabeth Baldwin, Registered Nurse 1939-1941
Jesse G. Hollingsworth, Teacher, Librarian and Cottage Officer (Veteran of World War I.) 1940-1941
Mrs. Pearl M. Young, Cottage Matron. (Retired) 1920-1941
James L. Query, Farm Helper and Cottage Officer. (Army) 1934-1942
Miss Eva Greenlee, Teacher and Cottage Matron. (Retired) 1920-1942
Mrs. Mattie Fitzgerald, Cottage Matron. (Retired) 1922-1941
Mrs. J. M. Scarboro, Cottage Matron 1928-1941
J. M. Scarboro, Shoemaker and Cottage Officer 1928-1941
Mrs. Ivey W. Wood, Cottage Matron 1934-1941
Mrs. Martha Webb, Cottage Matron. (Retired) 1338-1942
Ivey W. Wood, Teacher and Cottage Officer 1933-1941
James E. Watson, Teacher, Librarian and Cottage Officer 1941-1942
Vance E. Ferguson, Teacher and Cottage Officer 1941-1942
Earl Taylor, Teacher and Substitute Cottage Officer 1941-1942
Harry J. Bost, Night Watchman 1937-1942
R. A. Venable, Farm Helper and Cottage Officer 1940-1941
Horace B. Ritchie, Night Watchman 1935-1941

Shelley Teague, Farm Helper and Cottage Officer..... 4 mos. 1941
Aaron T. Williamson, Farm Helper and Cottage Officer..... 1940-1941
Clarence F. Beam, Farm Helper and Cottage Officer..... 1939-1941
Mrs. Clarence F. Beam, Infirmary Matron and Nurse..... 1939-1941
James L. Patterson, Teacher and Cottage Officer. (Army) ..... 3 mos. 1941
William E. Poole, Teacher and Cottage Officer.. (Formerly employed, 3-16-1925 to 10-6-1933..... 1937-1941
George L. Barrier, Teacher and Cottage Officer..... 1932-1940
Mrs. George L. Barrier, Secretary and Pianist..... 1937-1940
Sam S. Carpenter, Farm Helper and Cottage Officer..... 1937-1940
Lawrence S. Presson, Gardener and Receiving Building Officer..... 1927-1939
William M. Hipp, Farm Helper and Cottage Officer..... 2 mos. 1939
Miss Myrtle Thomas, Registered Nurse..... 1935-1939
Mrs. George W. Conley, Cottage Matron..... 1928-1939
Graham Yorke, Farm Helper and Cottage Officer. (Died) 1927-1939
Mrs. George Murr, Cottage Matron..... 1935-1938
J. Haska Webb, Teacher, Librarian and Cottage Officer..... 1936-1940
William M. Crook, Teacher, Librarian and Cottage Officer. (Died 1918-1939
Mrs. Rosa Nell Presson (Mrs. L. S.), Cottage Matron..... 1937-1939
J. C. Shrewsbury, Farm Helper and Cottage Officer..... 1935-1937
T. N. Lawrence, Athletic Director and Cottage Officer..... 1935-1937
Miss Mary P. Latimer, Cottage Matron..... 1921-1938
J. B. Lee, Teacher and Substitute Cottage Officer..... 1936-1937
Miss Agnes Lapsley, Secretary and Pianist..... 5 mos. 1937
James F. Torbert, Teacher and Substitute Cottage Officer..... 1935-1936
Miss Virginia Smoot, Secretary and Pianist..... 1931-1937
R. J. Cope, Farm Helper and Cottage Officer. (Formerly employed 5-1-1924 to 3-1-1925.)..... 1933-1937
James T. Boysworth, Teacher and Cottage Officer..... 1933-1935
David L. Bass, Night Watchman..... 1933-1935
J. E. Wester, Farm Helper and Cottage Officer..... 3 mos. 1934
Miss Aupha Wrenn, Cottage Matron..... 1922-1934
Mrs. L. S. Presson, Cottage Matron. (Died) 1927-1935
J. Guy Hudson, Farm Helper and Cottage Officer..... 1922-1934
Mrs. J. Guy Hudson, Cottage Matron..... 1922-1934
David M. Teague, Farm Helper and Cottage Officer..... 192 -1933
Mrs. David M. Teague, Cottage Matron..... 1926-1933
James A. Cleaver, Teacher and Cottage Officer..... 1932-1933
G. L. Simpson, Teacher and Cottage Officer..... 1924-1935
Mrs. Olivia K. Duckett, Teacher..... 1921-1932
Mrs. Margaret Rawls, Cottage Matron..... 2 mos. 1932
G. W. Rhodes, Baker and Cottage Officer..... 2 mos. 1932
Dave A. Corzine, Night Watchman. (Had been connected with the School in other capacities since its establishment in 1909.)..... 1919-1933

T. L. Grier, Parole Officer and Cottage. Formerly employed, 9-1-1915 to 5-1-1917. (Veteran of World War I.) 1921-1932
Mrs. Emma Eagle, Cottage Matron and Sewing Director 1912-1932
Lynn W. Thompson, Baker and Cottage Officer 1929-1932
Mrs. Lynn W. Thompson, Cottage Matron 1929-1932
William J. Wingate, Teacher and Cottage Officer 1930-1931
Miss Georgia Hartsell, Cottage Matron 1924-1931
George W. Grove, Teacher and Cottage Officer 1929-1930
Miss Vernie Goodman, Secretary and Pianist 1922-1930
T. Hayden Talbert, Farm Helper, Dairyman and Cottage Officer 1925-1932
Paul L. Hood, Shoemaker and Cottage Officer. (Killed in School truck accident.) 1926-1929
Russell R. Black, Teacher and Cottage fficer 1927-1929
Mrs. Russell R. Black, Cottage Matron 1927-1929
H. D. House, Baker and Cottage Officer 1926-1929
Mrs. H. D. House, Cottage Matron 1926-1929
Miss Lillie Belle Slaton, Teacher 1928-1929
A. Lee Ritchie, Night Watchman 1926-1927
Miss Ethel Brown, Relief Cottage Matron 1927-1928
Frank S. Clark, Farm Helper and Cottage Officer 1927-1928
Miss Hattie Fuller, Cottage Matron 1921-1928
W. J. Pickett, Night Watchman 1926-1927
A. C. Groover, Shoemaker and Cottage Officer 1922-1926
Mrs. A. C. Groover, Cottage Matron 1922-1926
H. D. Bush, Part-Time Bandmaster ..... 2 mos. 1925
A. J. Horton, Farm Helper and Cottage Officef 1921-1926
Herbert D. Spaugh, Baker and Cottage Officer 1922-1926
Mrs. H. D. Spaugh, Cottage Matron 1924-1926
Tom E. Carriker, Night Watchman 1925-1926
Ralph Goodman, Night Watchman ..... 1 mo. 1926
Roy M. Long, Farm Helper and Cottage Officer 1925-1926
Paul Owensby, Bandmaster. (Formerly employed, 9-1-24 to 4-1-25) 2 mos. 1925
Ralph L. Peninger, Teacher and Cottage Officer ..... 2 mos. 1925
Guy W. Alexander, Farm Helper and Cottage Officer 1921-1925
Jesse M. Day, Teacher, Carpenter and Cottage Officer 1923-1925
Wade H. Williams, Teacher and Cottage Officer 1909-1910
George H. Lawrence, Bookkeeper, Bandmaster and Cottage Officer 1919-1922
Henry P. VanHoy, General Helper 1912-1913
Samuel I. Parker, Teacher and Cottage Officer. Veteran of World War I. (Served as Lieut. and Capt. Winner of Congressional Medal of Honor, Distinguished Service Cross, Silver Star with one cluster, Purple Heart and French Fourragere, a regimental decoration.) Entered World War II as Major in 1942; promoted to Lieut.-Col. in 1944. (Granted the Legion of Merit award.) Still in service, Aug. 5, 1945. 1914-1915
D. L. Hilton, Baker and Cottage Officer 1922

J. T. Bostick, Night Watchman 1924-1925
Paul Cloer, Carpenter and Cottage Officer 1923-1924
Mrs. Paul Cloer, Cottage Matron 1923-1924
Mrs. M. W. Fetzer, Cottage Matron 1922-1927
Dean D. Dalton, Farm Helper and Cottage Officer 1923-1924
Miss Mabel Cloer, Cottage Matron 1923-1924
Miss Mattie Turner, Cottage Matron 1923-1924
Mrs. J. M. Day, Teacher 1923-1924
Miss Blanche Turner, Cottage Matron 1923-1924
Roscoe C. Shaw, Printer and Cottage Officer 1922-1924
B. Sylvanus Green, Bookkeeper and Cottage Officer 1923-1924
T. L. Warren, Teacher and Cottage Officer ..... 6 mos. 1923
C. P. Wilson, Bookkeeper and Cottage Officer 1922-1923
R. B. Cloer, Carpenter and Cottage Officer 1921-1923
Mrs. R. B. Cloer, Cottage Matron 1921-1923
George Cannon, Night Watchman 1922-1923
V. C. Crowell, Teacher and Cottage Officer ..... 3 mos. 1923
Miss Dora Barnhardt, Cottage Matron 1920-1923
Miss Lila Teague (Mrs. A. W. Marshall), Cottage Matron 1920-1923
J. Baxter Webb, Teacher and Cottage OffiCer 1921-1922
Mrs. Baxter Webb, Cottage Matron 1921-1922
Zeb Teeter, Teacher and Cottage Officer 1921-1922
Mrs. Emma G. Cook, Cottage Matron ..... 4 mos. 1922
Miss Mary Gaither, Secretary ..... 6 mos. 1922
Mrs. Ina Penland, Cottage Matron 1921-1922
Bert Wall, Printer 1921-1922
Miss Susan Lytton, Cottage Matron 1920-1922
R. Wayne Teague, Printer and Cottage Officer 1920-1921
Mrs. Florence Livesay, Cottage Matron ..... 9 mos. 1921
Miss Lottie Freeze, Cottage Matron 1920-1921
Broadus Talbert, Farm Helper and Cottage Officer 1920-1921
Turner Parker, Night Watchman ..... 6 mos. 1920
Miss Emma Ridenhour, Cottage Matron 1920
Martin L. Dorton, Teacher and oCottage Officer 1919-1920
Miss C. Purvis, Cottage Matron ..... 3 mos. 1920
Mrs. H. W. Collins, Cottage Matron ..... 3 mos. 1920
Mrs. L. E. Matthews, Cottage Matron ..... 3 mos. 1920
Miss May Farlow, Cottage Matron ..... 3 mos. 1920
A. F. Trantham, Farm Helper 1909-1920
Mrs. Annie Beatty, Cottage Matron 1918-1920
John Sides, Night Watchman 1910-1920
Miss E. C. Ridenhour, Cottage Matron 1919
Dallas H. Pitts, Bookkeeper and Cottage Officer 1917-1919
Gordon C. Hunter, Bookkeeper and Cottage Officer. (Served as Lieut. in World War I. At present a member of the State Board of Correction and Training.) ..... 9 mos. 1919

Mrs. Gordon C. Hunter, Cottage Matron ..... 8 mos. 1919
Mrs. Laura Moir, Cottage Matron ..... 4 mos. 1919
A. R. Johnson, Carpenter and Cabinet-Maker 1912-1919
Frank Morrison, Farm Helper and Cottage Officer. (Veteran of World War I.) ..... 4 mos. 1919
Miss Elsie Pearcy, Cottage Matron 1917-1919
Miss Naomi Sherrill, Cottage Matron 1916-1918
Miss Nita Gressett, Cottage Matron ..... 4 mos. 1918
Horace Early, Farm Helper ..... 6 mos. 1918
R. F. Pace, Teacher and Cottage Officer 1917-1918
H. E. Isenhour, Teacher, Bookkeeper and Cottage Officer 1914-1918
Bufird Blackwelder, Teacher and Cottage Officer. (Was called to serve in the Army in World War I, July, 1918.) 1917-1918
Mrs. Kate Peterson, Cottage Matron 1916-1917
Miss Lula Templeton, Cottage Matron 1915-1917
W. W. McCombs, Teacher and Cottage Officer 1915-1917
M. Reuben Kiser, General Helper and Cottage Officer 1912-1917
Mrs. Stella Kobule, Cottage Matron ..... 3 mos. 1916
Miss Fannie Wade, Cottage Matron 1915-1916
Mrs. M. L. Turner, Cottage Matron ..... 8 mos. 1916
Mrs. M. L. Homey, Cottage Matron ..... 8 mos. 1916
Miss Lela Westmoreland, Cottage Matron 1915-1916
Philip W. Shaw, Farm Helper and Cottage Officer. (Killed while at work with a rock-crusher during construction of a cottage.) 1913-1916
Miss Carrie Hall, Cottage Matron ..... 5 mos. 1916
Miss Gertie Fox, Cottage Matron 1913-1916
Miss Mamie Westmoreland, Cottage Matron 1915-1916
Miss Jennie Wade, Cottage Matron 1915-1916
Miss Bessie Cope, Cottage Matron 1914-1915
Miss Emily Templeton, Cottage Matron 1914-1915
Miss Julia Rowland, Cottage Matron 1914-1915
J. W. VanHoy, Office Worker and Cottage Officer 1912-1914
Mrs. M. E. Dry, Cottage Matron 1913-1914
Walter R. Thompson, School's First Superintendent. (Resigned December 1, 1913, to become superintendent of the Children's Home, Winston-Salem.) 1909-1913
Miss Lizzie Kinnerly, Cottage Matron ..... 3 mos. 1913
J. W. Barbee, Farm Helper 1911-1913
W. H. Yates, Foreman 1912

NOTE: It is next to impossible to determine the exact dates on which some of the former employees left the School, prior to 1926. The sources of information concerning those persons were old voucher registers. On those who left since July 1, 1926, a time book shows the time of first payment and continuous monthly payments throughout their period of employment. Individual files, set up July 1, 1941, for those on the staff at that time and also on all employees entering service since that time, offer information as to dates, in addition to the time book.

IMPORTANCE OF EDUCATION

By Neil Walton

Our education is priceless; it is the most important thing we can attain in our youth. With an education we can get along in the world. When the world settles down again, and peace has come back to us all, there will be a place for the educated man, while it may be hunger and hardship for the man who has neglected his education.

If you were to go to school every day, for six hours a day, and just sit there without doing a thing, and when school was over the teacher would hand you five dollars for every day, you would not know how to spend it wisely, yet your days are worth far more than five dollars apiece while you are getting your education. It is the basis for all the happiness of the world, all the peace and all the tranquillity for which we are now fighting.

Our soldiers need education and constant drilling to give them the training to be good soldiers. Replacements are always heaviest in those sectors where inadequately trained troops have been put in the line. We are the victors or the losers largely as we have the skills which are the result of education.

If the importance of education had not been proved, we woulld not have the public schools, the libraries, or even the books and magazines which are so common in American communities. We would still be living in caves, drinking out of mudholes when we were thirsty, and eating raw food with our fingers when we could get it We would still be walking instead of riding in automobiles and looking forward to owning our own airplanes.

If someone along the line had not figured out how to make sounds into words, or to form the letters of the alphabet, we would not have the information which gives us the benefit of all the scholars who have gone before us; we could not even spread information among ourselves for our own protection.

In my own way of thinking, if all of us were to go to school, at least until we finished high school, we would never regret it. In fact, we would probably wish that we had more training. You and I know that it will be better for us to have an education, and to be happy most of our lives than to ditch school, run away from the opportunity to improve, and have the police after us because we were not smart enough to stay out of trouble.

The credit that is got by a lie only lasts until the truth is out.
—Epictetus.

INVENTOR'S 9999TH IDEA CLICKED ON STRATOVISION

The News Herald

"Keep trying, son, and some day you'll succeed," was the advice given to 27-year-old Charles Edward Nobles, young Texan who invented the sensational stratovision.

As a youngster, Nobles used to run to his Dad with all sorts of inventice ideas; in fact, he had so many that his Dad started numbering them.

This, his 9,999th idea, clicked.

Stratovision, according to scientists, will provide television and frequency modulation radio broadcasts, guaranteeing clear reception and sharp images, including color television.

Although patented in his, name rights have been purchased by Westinghouse of Pittsburg, which is cooperating with Martin Aircraft of Baltimore.

The Nobles system calls for a stratosphere plane, perhaps a B-29 specially designed for high-altitude flying, to hover over the transmission station where the program originates. Receiving the program by a low-powered ground transmitter, the plane would rebroadcast the program with its receiving and transmitting equipment aboard.

Using 14 stratosphere planes, six miles up, the two companies expect the system to reach 78 percent of the population from coast to coast.

———:———

Those who never philosophized until they met with disappointments, have mostly become disappointed philosophers.

———:———

"STANDARD TIME" IN USE SINCE NOVEMBER 1883

The News Herald

The system of Standard Time in use throughout the world was sponsored and put into effect in this country at the stroke of 12 o'clock noon on Nvember 18, 1883 by the General Time Convention of Railway Managers, which later became the American Railway Association and then the Association of American Railroads. Prior to that date railroads operated their trains on more than sixty different standards, based largely on the time used by cities through which the trains were operated or the time used by cities where the railroads had headquarters.

EVENT HONORS W· HENRY BELK

Monroe Enquirer

But for the opposition of his mother, William Henry Belk might have moved from Monroe to Houston, Texas, in the bleak year of 1895, there to build the huge merchandising empire that bears his name.

Instead—following his mother's wishes as he did on many other occasions—he went to Charlotte and on September 27 1895, opened a store. That store celebrates its 50th anniversary today—a monument to the vision of Mr. Belk and his brother, the late Dr. John M. Belk, and to their sound business theories and practices.

A block long, with five stories and a basement, the Charlotte store is the largest of 216 Belk stores in North Carolina, South Carolina, Georgia, Virginia, Florida, Tennessee and Alabama. Like the others for which it serves as headquarters, the Charlotte store is an independent organization.

Hard work is no novelty to Mr. Belk. Circumstances forced it on him early in life.

His father, Abel Nelson Washington Belk, met a tragic death at the hands of Yankee soldiers during the Civil War. The Yankees had been told, falsely, that he possessed information on stores of gold. They came to the plantation seized him, held him by the feet and dipped him repeatly into water, trying to make him give up a secret which he didn't possess. His desperate protestations were to no avail, and he was drowned.

That left his wife, Sarah N. Walkup Belk, with three little boys. But matters became even worse. Abel Nelson Washington Belk had stood security for a family of Negroes and the plantation had to be sold at auction for the security. Through the asistance of a brother, Henry Belk's mother was able to buy it back, but it was 30 years before the debt to Mrs. Belk's brother could be completely repaid.

When young Henry was fourteen, he took his first regular job—that of a clerk in the E. D. Health dry goods store in Monroe. His wages were low but since he lived with his mother he was able to save a major portion of his pay. Through the years his value to Mr. Heath increased and by 1888 he was Mr. Heath's right hand, his confidential clerk, his buyer. And in that year Henry Belk made a momentous decision—to go into business for himself.

With $750 in cash and $500 which he had borrowed (at 10 per cent), he bought some goods, rented a store for $25 a month, started advertising his now-famous "Belk's Sells For Less" slogan, and sold dry goods for cash. In seven months the store had shown marked progress, repaid the $500 loan, and made a clear profit.

Mr. Belk saw he would soon need help. His younger brother, John, was practicing medicine in Morven. In due time he was persuaded to give up his practice, and in 1891 Belk Brothers became the name of the Monroe store. Through the years Henry and John Belk were to work closely together leaning heavily on one another, in the joint enterprise of building a great merchandising business.

But when Dr. Belk first joined his older brother, they had not planned for expansion, certainly not to the present-day scale of operations. However, the success of the Monroe store encouraged them to open additional stores. The first branch was opened in Chester S. C., in 1893. In 1894 another unit was opened in Union, S. C.

Then came 1895. Cotton sold at 4½ to 6 cents a pound, chickens at 15 cents apiece, eggs at 7 and 8 cents a dozen. A cotton mill in Monroe failed. Times were most discouraging yet the Monroe store continued to progress.

He had heard of a boom in Texas, and went to Houston for detailed information. He returned full of enthusiasm and plans to locate there. But his mother advised differently. So they chose Charlotte.

Since the death of Dr. John M. Belk on March 21, 1928, Henry Belk has carried on alone. His mother who many times, gave him wise counsel and advice, lived to the age of 96, her death occurred on March 21, 1932.

Paralleling Mr. Belk's interest in modern merchandising has been his deep interest in religion and philanthropy. There is, first of all, the J. M. Belk Memorial Fund for church enterprises, which draws its support from the many stores and is used for church buildings. Mr. Belk contributes personally to this., 194 churches and manses have been asisted by the fund.

He has also given generously to many churches throughout the South, to pastors in sections too poor to support pastors by themselves, to colleges and to hospitals.

On June 9, 1915, Henery Belk married Mary Lenora Irwin, the daughter of John R. and Margaret Henderson Irwin. They have six children—Lt. William Henry Belk Jr. USNR, Miss Sarah Walkup Belk, Second Lt. John M. Belk, Cpl. Irwin Belk, Sp. (a) 3-c Henderson Belk and Ensign Thomas M. Belk.

There are also seven daughters of Dr. John M. Belk: Mrs. A. F. Stevens of Winston-Salem, Mrs. A. J. Cummings of Miami Beach, Fla., Mrs. Mark Dew of Monroe, Mrs. J. P. Mattox of Salisbury, Mrs. Hallie Belk Daughtridge of Charlotte, Mrs. D. F. Cannon of Raleigh, and Mrs. J. H. Doughton of Statesville.

Today at 83 Henry Belk is alert and vigorous—still the master-mind of the merchandising empire which he and his brother built from the most meager beginning and which has found its fullest flower in the fine Charlotte store, 50 years old today.

———:———

Things are never so bad as they seem; and all difficulties sneak away when you look them squarely in the eye.

—Elbert Hubbard.

PRINTING UNITED NATIONS CHARTER SETS RECORD

(Linotype News)

Printing and binding the United Nations Charter was an experience many Californians will never forget. The detailed story of its accomplishment has been told by Samuel T. Farquhar, manager of the University of California Press, in the Publishers' Weekly. From that material and from additional notes supplied by Mr. Farquhar, we can provide a digested account of this amazing production achievement.

Before the United Nations Conference on International Organization opened, a San Francisco office established by the Government Printing Office to take care of details of the Charter printing, as well as those of the Interim Arrangements. This office was under the direction of Charles A. Ruebsam, chief, Special Services.

The documents were printed in English, French, Spanish, Russian and Chinese, and five different printers were employed in producing the books. All the text, except the Chinese, was Linotype set. The English was set by A. C. Gollan & Son; the Russian by the Monitor Publishing Company, and the Chinese by the Young China newspaper plant—all in San Francisco. The French and Spanish were set by the University of California Press, at Berkeley, which also printed these two texts, made up and printed the two dozen pages left for delegate signatnres, printed the Interim Arrangements, and did all the gathering and binding.

Presswork for the English, Russian and Chinese was done by the Independent Press Room Inc., at San Francisco.

"The general format and layout was the result of co-operation between the Government Printing Office and the University of California Press," Mr. Farquhar stated. "Final details of design, including all the title pages, were largely the work of A. R. Tommasini, foreman of the University Press composing room."

Work started on the printing a week before the final session of the Conference. The first draft of the Charter was ready June 20, "and from that time on all the printers were busy almost continuously until June 26. The Co-ordinating Committee made many changes and the text of the documents had to be reset almost completely several times."

To say the printers were "busy almost continuously" for six days is not exaggeration: Mr. Tommasini, for instance, worked 120 hours with only eight hours' sleep. He never left the University Press composing room for more than seventy-one hours—working through from 8:00 A.M. Saturday, June 23, until 7:30 A.M. the following Tuesday. A. W. Halling, press bindery foreman; Arthur J. Evens, pressroom foreman, and the co- operating printing companies in San Francisco worked around the clock for several days.

The Conference officials cooperated closely, providing Army automobiles for messenger service between San Francisco and Berkeley. The Navy provided sailors as messengers, working on eight-hour shifts, and the Red

Cross provided cots, placed in the University Press proofroom, for brief rests, and also sandwiches and coffee.

The Charter and Statutes volume runs 188 pages, measures 10 x 13¼ inches in size, and has a two-column type page in Bodoni Book, forty-two lines deep, totaling 44 x 60 picas. The Interim Arrangements volume, also 10 x 13¼ inches, runs forty-four pages of which twenty-four are for signatures. The English, French and Spanish texts are set in 14-point Linotype Bodoni Book three-point leaded; the Russian in 12-point Linotype Russian No. 11 four-point leaded; and the Chinese in 13½ point six-point leaded. Because display sizes of Russian for title-page and chapter-heading purposes were not available in San Francisco, the 12-point No. 11 was proved, photographically enlarged several times, retouched and line cuts made for the sizes required.

The appreciation of Public Printer A. E. Giegengack for the cooperative production achievement is indicated in a note to Mr. Farquhar: "Without the assistance of your staff in setting and printing French and Spanish text, the binding of all documents, and your cooperation in the designing and setting of many sample pages for approval of style and layout, the Charter could not have been printed in the time required."

It is reported that electrotypes of the text were made by the G. P. O. and that copies of the documents will be on sale shortly by the Superintendent of Documents.

The University of California Press is publishing a small book, Printing the United Nations Charter, as its contribution to bibliography and printing history. Essentially it will be an expanded version of Mr. Farquhar's Publishers' Weekly articles, with additional details and illustrations, including reproductions of the five different title pages. The probable price, $1.50.

An Englishman and a Yankee were walking from Oak Point to Winnepeg, and on their way they came to where a road branched off, and at the side of the road was a sign telling which road to take to reach the city. It also said that anybody who could not read should inquire at the farmhouse on the other side of the road.

The Yankee laughed, but the Englishman only looked hard at the sign, and said nothing about it. However, before they reached the city, he started to laugh, and the Yankee asked him what he was laughing about.

Between bursts of laughter, the Englishman managed to say "I say, what if the farm folks should be out?"—The Outlook

AMERICANS TO BUILD MILLIONS OF HOMES IN NEXT 10 YEARS

(Selected)

Reconversion continues to hold first place in the news from the Nation's capital. Although many basic problems cannot be tackled until Congress reconverts on September 5th, government agencies are hard at work getting the ball rolling.

Of great importance to the nation's industrial switch from war to peace is the sale of government war plants to private industry. At the moment, the government owns approximately ten billion dollars' worth of factories, mills, and other production facilities. Included in the list are huge aircraft, aluminum and magnesium, and synthetic rubber plants and steel mills. Fears have been expressed that many of these industrial plants woulld become white elephants in time of peace. But officals in charge of surplus property disposal are confident that the majority of the plants can be put to work turning out goods needed in the peacetime economy.

Until the plants are sold, the reconstruction finance corporation wants to lease them for civilian production, to help fill the desperate need for consumer goods, and to provide employment.

There's one industry in particular that the government beliees soon will be absorbing thousands of workers whose employment in war plants has ended. That's the construction industry.

Reconervsion Director John Snyder has appointed a construction chief a Houston, Texas real estate man, Hugh Potter.

And it is Potter's prediction that during the next ten years, Americans will built ten to fifteen million homes. By Christmas he says, all restrictions on building trades will be lifted. Many will go into the waste basket in the that at first some materials will be scarce, and there will be a scramble to get them. But after all, he says, that's good for American business. One construction gets under way, Potter believes it will provide work for as many as eight million persons.

———:———

No one knows how much you have to know; in order to know how little you know.

SUNDAY SERVICE AT THE SCHOOL

For the services at the school last Sunday Rev. Fred L. Setzer was the guest preacher. Mr. Setzer is pastor or the Ann St. Methodist Church in Concord. This was Mr. Setzer's first sermon to the boys, and all of us were delighted with his message, and extend to him a cordial invitation to return soon.

Mr. Setzer read as a Scripture lesson the thirteenth chapter of First Corinthians, but he used as his text the following verse: "Study to show thyself approved unto God, a workman that needeth not to be ashamed."

A special feature of the afternoon program was a solo by Ollie Andrew Daw. The title of his solo was"Just a Prayer Away," and he sang it beautifully.

In his message to the boys Mr. Setzer used the postage stamp as an object lesson by which the boys might guide and direct their own lives, and he stressed the following simple points with reference to a postage stamp and a boy.

In the first place, a postage stamp has value, and the value of stamps varies, the cheapest being worth one-fourth of a cent, and the most expensive being worth five dollors. The value of the stamp is of course determined by the United States government, which manufactures the stamp, and by certain pictures or images it designates a certain value.

Likewise, God, when He creates each person, creates him in His own image, and He likewise places a value on every individual. Some persons grow and develop so that they are worth more than others, because they respond better to the divine teachings and inspiration.

In the second place, every postage stamp has something definite and specific to do, it has its own peculiar task. It might be said that the stamp carries some kind of message. No matter what this message is, it is the same at the end of the journey that it was at the beginning. In other words, the stamp is loyal and faithful to its task. It may be that the stamp carries a message of joy and gladness or of sorrow and sadness, but whatever the message the stamp is true to its mission.

In the third place, it was pointed out that the stamp never gives up when it is llicked. In fact, a stamp, when it is licked, sticks just that much tighter. So it is in a boys life, when the world with its temptations and obstacles tries to lick a boy, it should be his ambition and purpose to hold on just that much tighter. In this connection, it was explained that no one should expect everything to run smootlhy, but that he should build a reserve of determination and fortitude against the obstacles of life.

In the fourth place, Mr. Setzer then explained that the postage stamp always attends to its own business. It associates with other stamps, of course but it is always steadfast to its own field. The postage stamp that is placed on a letter does not transfer to a parcel post package during its journey. It was explained that it is very difficult for people to learn to attend to their own business and leave other

people's affairs alone.

In the fifth place, it was explained that the stamp never strikes back. In the processes of being cancelled and handled by numerous hands and machines, the stmp is frequently hit, but it quietly stays on the job and never rebels.

Finally, it was explained that the stamp is always faithful to the end in its mission. In other words, it fulfills its obligations until the letter or the package has either reached its destination or gone to the dead letter office. After this has been accomplished then the stamp dies, so far as its worth is concerned.

Mr. Setzer explained to the boys that everyone of them is building a life. For each one it is neccessary that he study and work diligently and that he build into his life the good qualities of a simple postage stamp. In doing this each one can make his life beautiful and he can be a rich blessing to others because he is rightly using the talents and ablities which God has given to him.

———:———

FIRE TAKES BIG TOLL IN NATION

The News Herald

Fire prevention week has been proclaimed by President Truman for the week of October 7-13—and the U. S. Department of Agriculture joins with the National Fire Protection Association in urging everyone to help himself to fire prevention.

We have seen how fire bombs are devastating Japan—yet, here at home, we tolerate a destructive enemy that thrives on carelessness—that enemy is fire!

Listen to this!

Every year there are 650,000 fires in the United States.

Last year more than 10,000 persons lost their lives in fires and another 17,000 were burned and maimed for life.

Total property damaged was $450, 000,000.

Think of it!

Enough money gone up in smoke to build 75,000 new homes at an average cost of $6,000 each—or, as many homes as there are in a city with 250, 000 population.

To wipe out this staggering economic waste and tragic toll of human suffering, the National Fire protection urges you to observe Fir Prevention Week—October 7-13.

———:———

The first and best victory is to conquer self. To be conquered by self is of all things the most shameful and vile.—Plato.

COTTAGE HONOR ROLL

Week Ending September 23, 1945

RECEIVING COTTAGE

Lawrence Allen
Thomas Brantley
Claude Bridges
George Bridges
Samuel Dill
Dean Harris
Harry Matthews
James Perkins
Charles Reeves
William Speaks
James Teague
Charles Young

COTTAGE No. 1

J. C. Alley
Lyndon Barnett
William Britt
George Cox
Horace Collins
Worth Craven
Edward Hambrick
Robert Holbert
Jack Lambert
A. J. McCraw
David Prevatte
Clay Shew
Harry Thompson
Benson Wilkins
James Arrowood
Eugene Bowers

COTTAGE No. 2

Louie Ashe
Walter Byrd
Rufus Driggers
Glenn Evans
Chester Lee
Howard Manus
James McMahan
Barney Mills
Knox Norton
James Norton
William Phillips
Van Robinson
Russell Seagle
Donald Kirk
Donald Stack

COTTAGE No. 3

James Arrowood
Eugene Bowers
Joseph Case
Thomas Chidress
James Christy
Robert Lee
Samuel Lynn
Robert Jarvis

COTTAGE No. 4

William Arrington
Phil Batson
John Fine
Geter Green
Eugene Hudgins
Robert Hogan
Herman Hughes
Hobart Keaton
Roy Miller
Leroy Pate
James Wiggington

COTTAGE No. 5

Charles Gibson
Robert Wilkins
Robert Lee
Robert Jarvis

COTTAGE No. 6

Coy Creakman
Richard Davidson
Keith Futch
George Jones
Nolan Morrison
Leroy Wilkins
James Walters

COTTAGE No. 7

Sammy Lynn
Hubert Pritchard

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

(No Honor Roll)

COTTAGE No. 10

(No Honor Roll)

COTTAGE No. 11

Donald Bowden
Robert Elder
Elmer Heath
Fred Holland

James Holleman
Thomas Hyder
David Isenhour
Lee Lockerby
Arlon McLean
Kenneth McLean
James Phillips
Robert Phillips
Alvin Porter
Leon Rose
Ralph Tew
Martin Walters

COTTAGE No. 12
(Cottage Closed)

COTTAGE No. 13
(No Honor Roll)

COTTAGE No. 14
Howard Holder
William Lerschall
John Roberts
James Spence
Thomas Stallings

COTTAGE No. 15
Harold Bates
William Best
George Brown
William Caldwell
William Correll
Jack Crump
Henry Coffey
Alvin Fox
Jack Green
John Green
R. V. Hutchinson
Marcus Hefner
James Johnson
Harvey Leonard
Gordon McHan
Zeb Presson
Hilton Reid
Robert Roberts
Robert Rivenbark
Charles Stevenson
Robert Summersett

INDIAN COTTAGE
(No Honor Roll)

INFIRMARY
William Brooks
Norman Hentschal

———:———

HORSE AND BUGGY DAYS

When a young man went courting in the days of the horse and buggy, he did not rush up to where his sweetheart lived, honk his horn, and wait impatiently for the young miss to rush out and jump in. Instead, he got out, hitched his horse, and, like a knight of old, made obeisance to his lady at the front door, and escorted her to the buggy. After they got in, the wise and accommodating horse knew not to travel more than four miles an hour, and to keep in the middle of the road without attention.

Such courting as that did not cover much territory but it got results.—Speaker's Library.

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THE UPLIFT

VOL. XXXIII CONCORD, N. C., OCTOBER 13, 1945 No. 41

HOW TO WIN

To reach a goal, we must begin
To train ourselves to meet
Each situation with a smile

And scorn to take defeat.
Every man must guide his life
With care, to reach the goal;
And do his best with what he has,
With all his heart and soul.

We must never give up hope,
Or say it can't be done;
But win our victory point by point,
For thus the game is won.

—John H. Sheets.

Published Weekly By

THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

THE VALUE OF SORROW

There are many things beside sorrow's self which come through sorrow's gate. There are traits of character which seem to find no other mode of entrance into life, such as gentleness, tact, sympathy, strength and other beautiful traits of character. Through we may desire a life of tranquilty and joy ,it still remains true that few of us would choose for our most valued friend one who has never suffered. The eyes that have not known tears lack genuine tenderness. The heart that has never been torn with anguish and loss has never sounded its own depths, and cannot measure those of another. Every life grows strong through storm and conflict, if it ever grows strong at all, and however sweet at nature may be, we find it incomplete and unsatisfying if it has never known the softening, hallowing touch of grief. There are dark pages in our lives where we would gladly have changed the story if we could. There are wounds that still ache, and losses that even yet are hard to bear; but however we may feel about the sorrow itself, there are few of us who would be willing to give up all that it has brought and taught us, or to be just where we were before it touched us. There are some valuable gains that come only through sorrow's gate.—Masonic Quarterly.

———:———

SOME SUGGESTED OBJECTIVES FOR EDUCATION IN NORTH CAROLINA

For many years the North Carolina Education Association has exerted a powerful influence for the advancement of education in the state. It has taken the lead and blazed the trails for most of the present-day advancements which the schools of the state now enjoy. Throughout the years it has been the policy of this potent association to set for the state certain far-reaching goals, and then crusade for the attainment of these objectives. There is no doubt but that education in North Carolina today would be far different

from what it is if the educational forces had not, with vision and with vigorous energy, promoted certain movements for the advancement of education in the state. There has never been a time in the history of the state when it was not fitting and even essential that the Educational Association continue to look ahead and advocate progress in the numerous phases of the educational program. It is true today, as much so as it ever was, that this state organization must stand in the vanguard and must carry the banner for the improvement of education.

In the first place, there is still urgent need in North Carolina for higher salaries for teachers. The state has been fairly generous in recent years towards its teachers, but as long as there are other professional workers in the state whose salaries exceed those of the teachers, the state can never hope to reach the proper point of efficiency in its schools. In this connection it seems desirable for the state to recognize those teachers who do a superior type of classroom instruction, by issuing to these what might be termed master teachers certificates. Today there is some discussion as to whether or not the state has been using the proper method or bases of certifying the teachers. It seems only reasonable to assume that it will always be necessary to give credits for academic college training in terms of semester hours, but this type of credit should be regarded as the minimum, and there should be an effort to reward those teachers who do the most efficient classroom work. The teachers in this class should receive salaries between $2,500 and $3,000.

In the second place, there is urgent need in North Carolina for an expanded program of buildings and permanent improvements for both white and colored. There are obviously many sections of the state in which the school facilities are a shame and a disgrace to the state. In many instances there are poor school buildings which are poorly used because of indequate equipment and instructional material. This is a most appropriate time for the North Carolina Education Association and all those interested in education to recognize that there must be vast improvements and great expansion in facilities in the future before we can ever hope to do a respectable job in our public schools. It is entirely possible that the state will have to lend its aid to the poorer counties before proper improve-

ment can be made. The goal of the state should be to provide fair opportunities for every boy and girl in the state.

In the third place, there should be a vigorous campaign in the North Carolina Education Association and through every other organization for an improved health and physical education program in the public schools of North Carolina. Statistics from the recent war indicate that North Carolina stands at the bottom in the efficiency of its health program. A larger percent of young men examined for the army were rejected in North Carolina than in any other state in the Union. This is a situation that should make the educational forces of the state hang their heads in shame. In too many instances the work in this area has been of an artificial or superficial nature. Some efforts have been made towards promoting programs for health and physical education, but in most instances the children have merely read a few pages from textbooks and recited meaningless facts, much more for the purpose of making school marks than for self-improvement. The health and physical education programs in the state should be much more realistic, and this will involve a vast increase in trained personnel for handling this phase of the work.

In the fourth place, the NCEA and all the allied agencies should recognize the urgent need for making more adequate provisions for meeting the needs of individual boys and girls in the public schools. The schools, with their limited provisions for meeting the needs of the mentally slow and also those of the highest mentality, are failing sadly to measure up to their responsibilities. Consequently, a vast proportion of the children become disinterested and then become misfits. These things eventually lead to truancy, with all its related social ills.

In the fifth place, in the new era in education it is evident that the elementary schools must provide more adequately for training in the fine arts and in the practical arts. There must be much greater provision for opportunities for certain children in handwork in the elementary schools. In the high schools there must be much greater emphasis on vocational education or training in technical trades in terms of the modern-day requirements. It should never occur again that the vast numbers of girls and boys should graduate from the high schools of North Carolina and then face life with such meager

preparation for the real problems of life. This does not mean that the state should not continue to provide for those students who are destined to proceed with education on through college, but it does mean that the state should never again sacrifice the needs of about eighty-five percent of the boys and girls, in order to meet the needs of the fifteen percent who do go to college.

In the sixth place, it should be evident to everyone that the schools of North Carolina will be called upon, through the social science courses to prepare boys and girls for a fuller understanding of the world problems of today. We are in the midst of a time when the nations of the world have been brought much closer together and when there is a tremendous demand for understanding and tolerance to the end that there may be world-wide goodwill and peace. It is true and always has been true that the thought of the rising generation is molded in the public schools of the nation. The opportunities and responsibilities in this field are tremendous. If only the educators can measure up to the demands of the hour!

Finally, there is a crying need for adequate and trained supervision and professional leadership in all the administrative units of the state. It must be obvious to everyone that the schools have for years suffered from a great amount of poor teaching, primarily because of the fact that there has been inadequate leadership within the local units. It is always true that in any great industrial enterprise or merchandising unit the progress is dependent upon the quality of leadership displayed by those who are at the head. Many teachers have gone out from teacher—training institutions with a steadfast purpose of doing a superior type of teaching, and have soon found themselves disillusioned and discouraged because there has been no one to match their vision and their training . This is one of the real tragedies in education in North Carolina.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Items of Interest

By Gerald Johnson, 9th Grade

When Mr. Hines returned from his vacation, he brought with him a victrola for the No. 3 boys. The boys cleaned it up and now have a nice victrola. The boys appreciate Mr. Hines getting this for them.

Mr. Adams is back from his vacation. He is back at his work as officer of the Receiving Cottage.

For the past few days the boys of the work line and the barn force have been gathering peanuts. Some of last year's peanuts have been given out to the cottages and this year's peanuts will be given out at our Hallow'een Party.

Mr. Fisher was called to Whiteville last week to attend the funeral of Mr. A. F. Powell. Mr. Powell was a brother of Mrs. Fisher.

For the past few weeks, Mr. Liske and the bakery boys have been doing a very nice job on fixing chairs. This work is being done on the upper floor of the ice plant. These chairs will be given to each cottage in place of their broken ones.

Mrs. Dotson, recently went to visit her brother who was in a critical condition. She reports her brother improving.

Mr. Burns Hinson of Wingate, North Carolina, visited Mrs. Baucom at the school Monday afternoon. Mrs. Hinson and Mrs. Baucom taught together at Hartsell High School for several years.

Our Study of Insects.

Raymond Cloninger 9th Grade

Recently the ninth grade has been studying insects. We have learned that the skeleton of an insect is not like other animals. The skeleton is worn on the outside. The insect's body is divided into three sections, the head, thorax, and abdomen. Every insect goes through a metamorphosis. The metamorphosis can be complete or incomplete. When the metamorphosis is complete, the insect is first an egg, larvae, pupa, and then adult. The butterfly is an example of this. We have several butterflies in our room.

The grasshopper is an example of an insect going through incomplete metamorphosis. They are hatched out as little grasshoppers or nymphs. They molt several times before becoming an adult.

We have been at this work for about two weeks and have collected quite a few insects. We are enjoying it very much.

The Movie Last Week

By Harvey Leonard, 9th Grade

The movie last week was more of comical picture featuring Lum and Abner in "So This is Washington." All of the boys enjoyed this picture, and I am sure that the officers did also. The point that was brought out

in the picture was they were looking for a common man to invent something to help in the war effort. Abner thought that he had invented synthetic rubber but had invented a substance for building runways instead. We all enjoy the opportunity of seeing the movies here at the school.

Two Interesting Moths

By Hugh Cornwell, 9th Grade

The world's biggest moth is ten inches from tip to tip. They are usually found in the Eastern Hemisphere. These moths are very hard to get in perfect condition.

The world's most beautiful moth is found in Madagascar. This moth looks like a butterfly. One of New York's Butterfly stores sells some 300 of these a year at $6.00 a pair.

A Review of World Sports.

By Gray Brown, 9th Grade

As you know the World Series is going on. The first game was played Wednesday afternoon. Chicago won the first game from the Detroit Tigers by the score of 9-0. The second game was played Thursday, and the Detriot Tigers won from Chicago by the score of 4-1 and that tied the the game with one each. The third game was played Friday, and Chicago won by the score of 3-0. The fourth game was played Staurday. The Detroit Tigers won by the score of 4-0. Although Chicago was the people's favorite, Detroit won. Sunday the fifth game was played Detroit won by the score of 3-1. It looks bad for Chicago because if Detroit wins Monday they win the world series. Did you hear the football game between Duke and Navy? If you did not, Navy won by the score of 21-0. It was a Duke ball game but Navy won. The game was played at Duke University. Another game that was played was Army and Wake Forest. Army won 52-0. We all enjoy keeping up with outside sports.

A Book Review

Raymond Byrd 9th Grade

I have been reading about the life of "Raymond Lee Ditmars." This book began when he was eight years old and continued until his death.

Ray, as he was called by his friends, was very interested in reptiles, insects and animals.

One day Ray came into the house with stuffed pockets. His Grandmother asked, of nobody especially, "What has he in his pockets?" When he emptied his pockets, he had frogs all over the Green Carpet on the floor. His Grandmother said," Get those frogs out of this house."

Then at the age of fourteen, as he was walking one day around the marshes of a pond, he happened to notice a patch of fallen cattails. He decided to investigate. When he got over to the fallen cattails he looked just in time to see two small garter snakes glide away. The next day the went back to the same place and the snakes were there. He did this for a long period until the snakes were not disturbed by his being there. Finally, he got permission from his family to catch the snakes and keep them for pets.

One day Ray bought a snake for three dollars from a man called Mr. Eggling. He put the snake into the

burlap bag and this ruffled the snakes' feelings. When Ray got the snake home he opened the door of the cage and got a broom to guide the reptile into the cage, but the snake had different ideas. When Ray opened the bag the snake coiled quickly and shot at Ray, barely missing him. Finally, Ray got the reptile into the cage and breathed a sigh of relief. One rainy day the snake got out, and the neighbors made protest to the law. A policeman was ordered to have Raymond Ditmars turn his reptils loose.

Then Ray started a collection of frogs, but these got him into trouble and he had to get rid of them.

When Ray was fifteen he caught his first rattler. With a forked stick he pressed the snakes head to the ground and caught him behind the neck so he could not strike him and examined him.

On July 17, 1899 he was choosen assistant Curator of Reptiles at the New York Zoological Park.

His parents were happy that he got the job that he liked.

Raymond Lee Ditmar married Clara Hurd on February 4, 1903.

In 1904 Ray became a family man, for the stork paid them a visit with a baby girl, whom they named Gladyce Ditmar.

He then wrote articles for the Zoological Society's Publications. He wrote that he had supervised the care of over eight hundred reptiles. He had been promoted to Curator in 1903.

(This is as for as I have read but hope to lnish the book soon.)

The Value Of Sports

By Barney Mills, 9th Grade

Sports are played here at the school but more boys should enter these games. The best built boys are those who go out for sports.

There is an old saying, and there is plenty of truth in it: "An idle brain is the devil's workshop." If the cities and towns which the boys come from would build more play grounds, football fields, baseball diamonds, basketball, volleyball and tennis courts, there would not be so great a need for training schools today.

This is football season although all boys do not like to play football some boys just are not cut out for foot-ball. There is a basketball and a volleyball court and a small field to play football on the school play ground. We have three games going at once but all boys do not enter either of these games. Everyone should play something.

Some people look at life as a game. You either win or lose. Sports teach a boy to play fair. They build ones minds as well as ones bodies. Sports teach boys to cooperate with each other.

If there were no value to sports they would not have been carried down through the ages. The Greeks and Romans played games to strengthen their bodies. Great men, like Theodore Roosevelt, who was a very weak child have built up their bodies by playing games.

Sports not only keep a person in good physical condition but help him socially. A boy who goes out and plays games always has good ideas. As a rule he knows how to get along with his fellow man.

Wego

By George Hill, 9th Grade

Last Tuesday the program was giv-

en by the sixth grade. They sang two songs, "The Church by the Side of the Road," and "I'll Live for Him." A solo was then given by Andrew Daw entitled "Just a Prayer Away." Mrs. Liske played the paino for the boys who sang. Mr. Hawfield then paid tribute to Mr. Boger in a biography of life. Mr. Boger was the superintendent at the school for a long time. All of the boys listened to the program from their cottages, and from all information they enjoyed it very much. The boys all look forward to each Tuesday to hear the programs given by each group of boys. The boys like to go over to Wego to sing. Each grade at school has the privilege of going over to sing at the radio station. The people on the outside of the school say they enjoy the programs also.

My Hobby

By Harvey Leonard, 9th Grade

My hobby is collecting and printing verses from the Bible. I do this because I believe that it will help me in some ways that I would not be helped by not doing this hobby. So far I have copied, about 18 chapters from the gospel according to St. Matthew which is a very interesting book of the Bible. Christ's sermon on the mount is about the most interesting chapter in the Bible. This hobby might help others as well as myself.

B. T. U.—Intermediate Group

By Jack Gentry 9th Grade

We first assembled in the auditorium as usual after the service. Mr. Puckett first led us in two songs. Mrs. Frank Liske played the piano for us. We then went to our classrooms.

Mr. Iley was in charge of our group this Sunday. Kenneth Staley first called the roll. We then started our program which consisted of four parts. The title of our study was "Fishers Of Men." The first part was given by Robert Lee. It was "Follow Me." Hugh Cornwell gave the next part on the subject. "Oualities of A Good Fisherman." Jack Gentry gave the next part, "Our Part and God's Part." Gerald Johnson gave the last part, "Winning Others." Mr. Iley read a part entitled "Sharing Christ."

B. T. U.—Junior Group I

By Clay Shew

First we were led in prayer. We then sang two songs. Then Mr. Hines called the roll. Everyone was present. Mr. Summers could not be with us this Sunday but he will be with us next Sunday, we hope.

B. T. U.—Junior Group II

By Robert Helms

Jerry Oaks gave the first part "The Home of A Bad Boy." Lawrence Littlejohn gave the next part on the subject, "A Home Jesus Saved." The next part was about "Catching the Gleam." The next part was "Scripture Study." The following part was "Famlie's Tugboat." Why don't was "Families' Tugboat." Why don't others? The program was enjoyed by all.

HISTORY OF STONEWALL JACKSON TRAINING SCHOOL

By S. G. Hawfield

There is being prepared a history of the Stonewall Jackson Training School Since the School has been in operation over a period of approximately thirty-six years, the preparation of this historical sketch involves a considerable amount of investigation and research. Later on, the history will be published by the North Carolina Historical Commission. Already five chapters or divisions of the School's history have been completed, and the plans are to print these in THE UPLIFT, our local magazine from time to time.

The chapters which are complete are as follows:

Introduction.

Chapter I. Development of the sentiment for a training school in North Carolina.

Chapter II. Legislative enactment creating the Jackson Training School, and subsequent amendments.

Chapter III. Purpose and function of the Jackson Training School, past and present.

Chapter IV. Early beginnings of the institution.

Chapter V. Organizational set-up.

Chapter VI. Gifts and bequests.

(Continued From Last Week)

CHAPTER VI

Gifts and Bequests.

The Jackson Training School throughout its existence has been the beneficiary of numerous donations from people both in and out of the state. While some of these donations have been somewhat small, they have all played their part in the total picture. It will be impossible to enumerate every individual contribution, but this does not mean that every gift has not been an important one and represented the generous sentiments of those people who have been concerned about the welfare of the boys who have been committed to this institution.

To a large extent, of course, the school has operated on appropriations made by the General Assembly of North Carolina, but these have never been adequate enough to meet entirely the needs of the institution. This situation has served to open the doors of opportunities from people who were generous towards the under-privileged boy. Consequently, these gifts throughout the years have brightened the way and have been a great inspiration to those who have labored along the way.

The following are some of the most substantial gifts to the institution:

Site for the institution

The first gift to the school and one that was of very great importance was a gift of $10,000 by the citizens of Concord for the purchase of a 291 acre tract of land. It was on this tract of land that the school was located. This donation was made in the latter part of the year 1907.

Funds for first cottage

In 1908 the King's Daughters of the state, assisted by the North Carolina Federation of Women's Clubs, contributed $5,000 to erect the first cottage, which is known as the King's Daughters Cottage.

Between Christmas of 1908 and New Year's Day of 1909 the furniture factories at Thomasville and High Point donated enough furniture for one cottage; at the same time Parker-Gardner Company of Charlotte donated knives, forks and spoons to supply the needs of 36 individuals, and later gave a piano to the school.

On the eve of the opening of the institution, the Study Club of Concord under the leadership of Mrs. D. L. Bost presented a splendid range together with the necessary cooking vessels.

Under the leadership of Mrs. John K. Patterson, the Boys' Bible Class of Central Methodist Church, Concord, contributed furnishings for the officer's bedroom in the first cottage.

Cash Gifts from Numerous Individuals

At the time the school was getting started, substantial cash gifts were made by the following friends of the institution: Gen. R. F. Hoke, Mr. Van Wych Hoke, Col. F. B. McDowell, Mr. Ceasar Cone, Mr. and Mrs. W. N. Reynolds ($1000 for erection of a barn), Hon. J. A. Long, Gen. Julian S. Carr, Col. A. H. Boyden, Mr. D. A. Tomkins, Asheville Lumber Company, Mrs. R. R. Cotton.

Denim for Overalls

Mr. Ceasar Cone of Greensboro furnished the denim for making overalls for the boys from the opening of the school until his death in 1917. Beginning in 1917, Mr. Bernard M. Cone continued for seven or eight years the gift of enough denim for making overalls for the boys.

The Roth Industrial Building

In the year 1909 an important gift made to the institution was by Mr. and Mrs. G. T. Roth of Elkin, who donated $3,500 for the erection of a trades building to be known as a memorial to their mothers, Mrs. Mary A. Roth and Mrs. Louise S. Mosser. In the beginning this building housed the print shop, shoe shop, carpenter shop, and served also as a school building. It served for these purposes until the summer of 1937, at which time the new trades building, funds for which were the gift of Mr. W. J. Swink of China Grove, was completed.

The first printing press for the school

About 1912 Mr. J. B. Sherrill of Concord gave an extremely liberal price and easy terms for a used Babcock press, which was used here until early in 1923.

The Burgwyn Chapel

In 1915 the King's Daughters contributed funds with which to erect a chapel at the school, which is known as a memorial to Mrs. Margaret Burgwyn. The cost was $6,500.

Bequest by Mrs. Mary Anna Jackson

Mrs. Mary Anna Jackson, the widow of General T. J. (Stonewall) Jackson, made a bequest of $100 to the Jackson Training School. Her will was probated on April 8, 1915. These funds were used for the electrical installations in Cottage No. 3.

Bequest By Mr. Ceasar Cone

In his will Mr. Ceasar Cone, who died in 1917, bequeathed to the school the amount of $1,000.

Band Instruments

In 1919 the King's Daughters arganization of Concord donated the sum of $1,200 to purchase a set of Conn band instruments, 16 in number.

Furniture and Equipment for the School Auditorium

During the year 1920 Mr. Joseph F. Cannon of Concord contributed $2,500 for the furniture and equipment for the school auditorium.

Christmas Cheer Fund

Throughout the years hundreds of devoted friends of the boys at the school have contributed to the annual Christmas Cheer Fund. It is impossible to enumerate all these individual gifts which have played such an important part in the lives of the boys. Available records covering the Christmas Cheer Fund date back to 1920, at which time the contributions amounted to $55. At that time the school enrollment was 130. The records indicate that from 1920 through 1944 a total of $10,997.01 has been given to this project. Many contributors have made their contributions year after year. Some of the contributions have been in terms of merchandise, and these are not included in the total amount shown above. The largest amount given in any one year was in 1927 when the contributions totaled $853; the lowest was in the depression year 1933 when the total was only $217.50. The 1944 Christmas contributions amounted to $628.87.

Many of the contributions to this fund have come to the school through such organizations as the King's Daughters, civic clubs, church groups, groups of Charlotte citizens under the leadership of Judge F. M. Redd and Mr. A. C. Sheldon. Many others have come to the school because of the interest of certain individuals.

Memorial Bridge, Sign, and Flagpoles

In 1921 the King's Daughters gave funds for the erection of a granite memorial bridge, crossing the national highway between the chapel and the school campus.

Mr. T. H. Webb of Concord gave the funds for an electric sign over the bridge. The sign reads: STONEWALL JACKSON TRAINING SCHOOL FOR BOYS.

Mr. E. B. Grady of Concord donated two steel flagpoles, 60 ft. high, which were erected near the bridge—one for the United States flag and one for the North Carolina flag. For some 15 years afterwards the flags were furnished by the American Legion Post of Concord. The late Joe Banks Corl was active in seeing that the flags were provided regularly.

Mecklenburg Cottage (5) Donation

Cottage 5 at the school was a gift of a group of interested citizens resid-

ing in the city of Charlotte and Mecklemburg County. This cottage was erected in 1921 at a cost of over $24.000 and was opened June 30, 1921. Dr. A. A. McGeachy, pastor of the Second Presbyterian Church, Mayor James O. Walker, chairman of the committee which raised the donation, Mr. David Ovens, Mr. V. J. Guthrie and a number of other outstanding citizens led the campaign for raising these funds.

These men worked in connection with the Men's Club of the Second Presbyterain Church of Charlotte, and in a quiet campaign among the citizens of Charlotte of all denominations they raised $22,500. Just prior to the opening of the cottage, the Mecklenburg County Commissioners made an appropriation of $2,093.86, the amount necessary to equip the cottage.

At this cottage there is placed the following marker:

"Mecklenburg Cottage erected for boys by public subscription under the leadership of Rev. A. A. McGeachy, pastor of Second Presbyterian Church-Charlotte, N. C., and his church club."

The Latham Pavilion

Mr. J. E. Latham of Greesboro made a gift of $4,000 for the erection of an artistic granite pavilion in 1921. This pavilion contains rest rooms, lavatories, a drinking fountain, band instrument room on the first floor and a band stand above for evening concerts.

Cannon Memorial Building

The original Administration Building was burned on September 28, 1922. Mrs. J. W. Cannon of Concord donated at that time $58,500 for the rebuilding and equipping of the Administration Building. This building is known as a memorial to the late James W. Cannon and is called the Cannon Memorial Building.

Five cottages donated

In 1922 four new cottages were opened. They were made possible by the donations from the county commissioners of the following counties: Guilford, Durham, Rockingham, and Gaston.

The cottage given by Rowan and Iredell Counties was opened in March, 1923.

Team of Percheron Horses

On November 14, 1922 Mrs. A. L. Coble of Statesville, N. C. donated a valuable team of Percheron horses, which was used at the school for many years.

Grandstand on Athletic Field

About 1923 the National Lumber Company of Concord donated the lumber for the erection of a grandstand on the athletic field.

Silent Motion Picture Machine and Screen

Mr. J. G. Parks of Concord gave to the school a silent picture machine in 1924, costing $200.

Mr. Will Linker of Concord donated the screen for the pictures.

Efird Brothers of Charlotte gave a player piano.

The Film Exchange of Charlotte furnished gratis the pictures.
furnished gratis the pictures for the silent machine from that time until the early thirties, when no more silent films were available.

Since 1937, the Charlotte Film Ex-

change have consented to furnish the sound picture films.

Coca-Colas for Halloween Parties

Beginning about 1925, Mr. Thomas Honeycutt of Concord instituted a project in which he gave all the Coca Colas for the boys at their annual Halloween parties. Some 10 years ago the Coca-Cola Bottling Co. purchased Mr. Honeycutt's interest in this firm and has continued this generous contribution to the present time.

Dr. Peppers for Halloween Parties

For many years the Dr. Pepper Company in Charlotte has furnished Dr. Peppers for the annual Halloween parties.

Gift of Service by Mr. A. C. Sheldon

In 1925 Mr. A. C. Sheldon, who for 25 years was Boys' Secretary at the Charlotte Y. M. C. A., became responsible for the afternoon religious servives on the 4th Sunday afternoon of each month. Since that time he has performed this service with great regularity and punctuality. This is an outstanding gift of service.

Theater Pipe Organ

At Christmas time in 1925 the school was given a $2,250 theatre pipe organ. It was a gift of Mrs. J. W. Cannon, Sr. and Mr. and Mrs. Charles A. Cannon.

Ice Cream

For four months during the summer of 1926 Mrs. W. N. Rewnolds, of Winston-Salem, donated ice cream twice a week for the 400 boys.

Gates

Early in the year of 1926 Mrs. John A. Barnhardt of Concord made a donation for the erection of gates at the entrance to the campus of the school. These gates were erected in memory of her husband, the late John A. Barnhardt.

Bibles for the Boys

Mr. William H. Barnhardt of Charlotte has always been a generous contributor to the school. In 1926 he gave 10 Bibles to each of the cottages at the school; in March 1944 he gave 10 lovely Bible story books to each cottage. Since 1928, with the exception of one or two years in the worst part of the depression, Mr. Barnhardt has given each boy a nice Bible at the time of his release from the school.

Since 1929 he has continuously sent a copy of the "North Carolina Christian Advocate" to each cottage at the school.

A Registered Holstein Bull

In the spring of 1926 Mr. William Fetzer, formerly of Concord, gave the school a registered Holstein bull weighing 2300 pounds.

Gift and Bequest of Mr. B. N. Duke

In 1926 Mr. Benjamin N. Duke of Durham made a gift of $5,000 to the school, and then in 1929 left a bequest of $10,000 to the school. The total of $15,000 was applied on the cost of the Robert F. Phifer land, 208.7 acres.

Popcorn for Halloween Parties

Since 1927 the Ritz Store of Concord has furnished the popcorn for the annual Halloween party for the boys.

Indoor Swimming Pool

In 1928 the family of the late Cea-

sar Cone of Greensboro donated to the school the sum of $18,838.06 for the purpose of erecting an indoor swimming pool. This donation was supplemented by a PWA grant of $15,412.94 plus a supplement $4,457.56 out of the maintenance appropriation for the school.

Push Ball

In 1928 a number of gentlemen from Charlotte, headed by V. J. Guthery and B. L. Baker, gave $250 for the purchase of a push ball to be used on the athletic field.

The Swink Benson Trades Building

In 1932 Mr. W. J. Swink of China Grove donated $20,000 to the school for the purpose of erecting a new trades building. Since building materials could be purchased so cheaply at that time, the school was able to erect an excellent building for the$20, 000.

The King's Daughters Library

On Feburary 12, 1933 the King's Daughters of Charlotte established a central library at the school. This project was under the direction of Mrs. E. E. Peele. Over 5,000 books were donated to the library.

Shrubbery

In 1933 Mrs. Sallie P. Williamson of Chicago gave $50 with which to purchase shrubbery. Mrs. Williamson was formerly Miss Sallie Phifer of Concord ,a sister of Robert F. Phifer.

Stage Curtain

Beginning with March 1, 1937 Mr. Saul F. Dribben of New York has contributed funds to the school. By 1940 his contributions towards a stage curtain amounted to $155. On June 13, 1940 Mr. Dribben made an additional gift of $170 for this stage curtain. Annually since 1941 Mr. Dribben has donated $25 to the school in memory of Mr. Ceasar Cone. This gift reprehigh esteem for Mr. Cone during their 50 years of association.

Textile Unit

The North Carolina Cotton Manufactures Association established a Textile Unit at the school, consisting of one picker, two cards, one drawing, one slubber, one intermediate, one spinning, four looms, heating unit, ect., thus enabling the school to manufacture its own shirting, sheeting, etc. Mr. Hunter Marshall, secretary and treasurer of the Association, Mr. L. C. Campayner and Mr. Alex Howard, committeemen, were very active in this work. The Association bore the cost of operation until July 6, 1939 when presentation of all equipment was made to the Board. The cost of operation, aside from the machinery donated, was $2,790, which was borne by the Association.

The Joseph F. Cannon Christmas Fund

The late Joseph F. Cannon of Concord stipulated in his will that 10% of his stock in the Citizens Bank and Trust Company of Concord, N. C., (now the Citizens National Bank,) should be dispersed annually for ninety-nine years for the purpose of giving the boys of this institution "happiness and cheer at Christmas Time."

Since the death of Mr. Cannon in the summer of 1939 this income has amounted to around $218 annually.

The Margaret Burgwyn Bequest

Mrs. Margaret Burgwyn, one of the original promoters and founders of the Jackson Training School, died on January 23, 1941. In her will she made a bequest of stocks and cash to the school to be used in the discretion of the Board. By October 1', 1944, at which time the stocks were sold, this bequest had amounted to $4,214.99.

Athletic Equipment

In April, 1942, Mr. J. W. Propst, Jr. donated $25 for the purpose of buying athletic goods for the boys. Then in April, 1943, he gave a donation of $125 for the purpose of buying additionaly athletic goods for the cottage recreational programs. During the Christmas season of 1943 Mr. Propst gave an additional $100 which was used for purchasing ping pong sets for each cottage.

New Library Project

In the fall of 1942, under the direction of Mr. William H. Barnhardt of Charlotte, there was a campaign to raise funds with which to purchase new books for the school library. In this campaign the sum of $765.65 was raised from numerous contributors.

Radios and Athletic Goods

In February, 1943, a number of citizens of Concord either bought a radio for one of the cottages or made a contribution for that purpose. The following made contributions to this project: D. Ray McEacrern, E. S. Towery, Hugh Grey, Wensil Plumbing and Heating Company, J. W. Propst, Jr., O. A. Swaringen, Ray W. Cline, R. E. Ridenhour, Jr., and Saul F. Dribben of New York.

The Clay A. Blackwelder Bequest

Mr. Clay A. Blackwelder of Concord, who died on September 4, 1943, bequeathed to the school the sum of $1,000 to be paid at the death of his wife. Some question arose about the validity of the will, and under negotiations approved by the Attorney General of North Carolina a settlement of the bequest was made through legal procedures for the amount of $585. This amount was paid to the school on September 9, 1944.

Commissary Project

In the latter part of 1944 a group of citizens of Concord donated in cash the sum of $1,525 for the establishment of a commissary for the boys at the school. This project was under the sponsorship of Mr. J. W. Propst, Jr. The following persons or firms made contributions:

Guy M. Beaver
Belk's Dept. Store
J. Q. Collins
L. D. Coltrane Jr.
Concord Motor Coach
Cook's Packing Plant
Earl's Tire Store
H. M. Grey
Hoover Hosiery Co.
Alex R. Howard
Kerr Bleaching & Finishing Works, Inc.
Maxwell Bros. & Collins
A. G. Odell
Personal Credit Co.
Ben B. Propst
J. W. Propst, Jr.
Mrs. J. W. Propst Jr.
L. M. Richmond
Richmond-Flow Co.
J. L. Sides
Dr. T. N. Spencer
O. A. Swaringen
Wensil Plumbing &Heating Co.
E. K. Willis
R. Glenn Winecoff
F. M. Youngblood

Band Uniforms Gift

The most recent contribution made to the school was a gift of $500 from the Men's Club of the Second Presbyterian Church, Charlotte, N. C., to be used towards purchasing band uniforms for the members of the Jackson Training School band. This gift was made April 25, 1945. The idea of making such a contribution was originated by Dr. Oren Moore of Charlotte, and he was given valuable assistance in this project by Mr. David Ovens.

THE TWO FROGS

There lived two frogs, so I am told,
In a quiet wayside pool,
And one of those frogs was a blamed bright frog,
But the other frog was a fool.

Now a farmer with a big milk can,
Was wont to pass that way,
And he used to stop and add a drop
Of "aqua pura" they say.

So it chanced one morn in the early dawn,
When the farmer's sight was dim,
He scooped those frogs in the water he dipped,
Which same was a joke on him.

Now the fool frog sank in the swashing tank,
As the farmer bumped to town;
Bue the smart frog flew like a tug-boat screw,
And he swore he'd not go down.

So he kicked and splashed and slammed and thrashed,
And he kept on top through all;
And he churned that milk in first-class shape
Into a great big butter-ball.

Now when the milkman got to town,
And opened the tank, there lay
The fool frog dead in the swashing tank,
But the smart frog hopped away.

Moral:

Don't fret your life with endless strife,
Yet let this teaching stick;
You'll find, old man, in the world's big can,
That it sometimes pays to kick.

HEAD OF SCHOOLS PUTS EMPHASIS ON ATTENDANCE

The News Herald

North Carolina's program of elementary education for all its youth cannot be effective without an adequate program of regular school attendance of children during the nine-month school term.

When the first compulsory school attendance law was passed in 1907, the required term of school was only 16 weeks, attendance being compulsory only after the people voted for it. At that time there was no provision for transportation to pupils to modern consolidated buildings in rural areas, with all the advantages these institutions now afford in instructional service, space and equipment.

The length of the school term has been greatly extended, however, until now every child has the opportunity of attending a school having a nine-month term. The compulsory school attendance law, too, has been improved and finally extended to 15 years of age for 1945-46 and to 16 years for 1946-47 and thereafter. Whether any higher goal will be developed after that remains for the coming years and the wishes and demands of the people.

In the nation that has a school system of 12 grades operating for nine months of the year almost entirely at the expense of the state government. Annually its fleet of 4,815 school busses carries approximately 333,800 children 15,600,600 miles during the school term from points near their homes to the consolidated schools. The State's educational system, including its transportation facilities, now represents an investment of $129,000,000 in buildings, equipment, and vehicles, and is operated at a cost of approximately $50,000,000 a year.

To get the fullest return from this investment and this operating cost, all children of the State between the of six and 21 who have not completed high school should take advantage of the full school term. Those children between the age of seven and 15 (16 after this year) should, in accordance with the law, be required to attend school, unless they are excused under the rules and regulations governing compulsory attendance as adopted by the State Board of Education.

Parents themselves can do the most toward making certain that their children are in school for the required number of hours each day. Failure to attend school should be permitted only when there is valid excuse such as illness or other unavoidable causes. The school law definitely places upon parents or guardians the responsibility of seeing that their children attend school regularly and provides a penalty of a fine for continued failure to do so.

In every county of the State, court officals are familar with certain families of the community who are charged each year with wilful failure to send their children to school. There are certain instances in which families may not be able to provide the proper clothing for their children in view of limited family income. Be-

cause of this, they may hesitate to send their children to school regularly, but for cases like this the county board of education,may, under the law, give up to $10 a month during the school term to help keep the child properly clothed.

The county department of public welfare also will cooperate in this respect and will provide, within, limitations of funds available for that purpose, whatever aid it can for the child. The welfare has money contributed by the county, the State, and the national governments to give certain relatives with whom the child is living financial assistance for the child as long as the child remains in school up until 18 years of age. These funds are provided under the Social Security Act for aid to dependent children when there is loss of the normal breadwinner. For example, if only the mother remains to support her family, she will not have to keep the oldest child out to school to care for the younger ones during the hours she might be working. These funds for aiding dependent children will be available as long as the children of school age continue their education. This assistance may be obtained by application to the superintendent of public welfare in the county.

Recent modifications in the law permit school units to set up special officers to check truancy and absence cases and provide for their pay through fines or other local funds. Some school units have taken advantages of this new law and others, doubtless, will do so in the future. In most North Carolina counties, however, the county welfare superintendent is still the chief school attendance officer.

In the years following the first World War, the county superintendent of schools in all except a few more populous localities of North Carolina, was also the superintendent of public welfare; and from this time on one of the duties of the welfare head was enforcement of school attendance. In those instances where the two jobs were combined, it was not difficult for the welfare superintendent to keep in touch with the truancy cases because they were daily brought to his attention in his school duties. With the expansion of both the public education and the public welfare programs in the State in the past few years, however, the problem of enforcing school attendance has been increasingly greater. Where no special attendance officer has been employed, the educational system has relied on the welfare units to handle truancy cases.

Sometime in the future, no doubt, a more effective enforcement system will be worked out in North Carolina, but until that is done the county welfare departments will share with the schools and special officers the job of keeping North Carolina's youth in the classrooms.

Parents will help greatly in taking care of this problem by assuming their share of responsibility in making certain that their children are in school or that they have a reasonable excuse for not being there.

All North Carolina public schools are now open for the 1945-46 school term. They offer our youth an opportunity for advancement that should not be disregarded, if the boys and girls of today are to develop into the

leaders of the commonwealth tomorrow.

Regular school attendance by each boy and girl is the first step in getting the most out of the opportunity which the school provides.

WHAT ATOMIC POWER MEANS TO PEACETIME

The News Herald

Suppose we do harness atomic power—mabey not in this generation, but perhaps in the next, or the one after that.

What then?

Dr. Paul F. Douglass, president of American University, summarizes what a dozen scientist, educators and government and religious leaders told me:

"We either are going to live on an animalistic plane, or we are going to have a flowering of a civilization which is unparalleled and which will reflect itself in art, literature, music and beauty."

Although atmoic energy may one day supplant coal and oil, irrigate waste lands, make agriculture possible indoors, eliminate plagues and reduce our enemies to plain objectives.

Although people are saying we can have universal comfort, practically free transportation and unlimited supplies of material.

Dr. Douglass predicts that with more energy and less work, this can happen:

More drunks, more suicides, more crime and immortality, more divorces (just from a general desire to kill the monotony).

Of—new demands for music, literature, art and religion.

Dr. Douglass foresees a 30-hour work week in order to spread the remaining work around among millions thrown out of jobs in coal, petroleum and power industries.

Labor leaders say that if and when atomic power comes it will bring about increased production of many new products and will mean more jobs for American labor.

Neverthless, those I interviewed say we cannot ignore the possibility of having a lot of extra time on our hands. If man is going to keep out of trouble, they say, we've got to start planning how we can put those idle hours to useful pursuits.

"It's a question," Dr. Douglass says, "as to whether we've going to have enough inner ethical resources to keep character in society when we no longer have scarcity and drudgery and no longer have to struggle.

"Today man meets the machine on a new frontier. It is no longer the virgin forest or the pariri, or nature at large. Technics and ethics struggle for reconciliation amid man's own inventions.

"To equip a generation of men with habits of reasonableness and understanding, necessary to make brotherhood the decisive factor in our global community, is the educator's comtemporary task."

The atomic bomb reveals to us that

the primeval forces of nature are now at man's disposal, says the Rt. Rev. John Moore Walker, bishop of the Episcopal Diocese of Atlanta. He warns:

"If man fails to get hold of himself, fails to revitalize his code of ethics and morals, fails to find the path back to God, then those forces may soon lead us into another age of barbarism.

"We must make a choice between good and evil. The atomic bomb with all its staggering implications gives us no other option."

Dr. L. C. Marshall, professor of political economy at American University, opens another line of thought.

He says that possibilities for man's own progress as a man are more startling than his increasingly awesome scientific achievements.

There have been only a small number of great periods in the history of the harnessing of nature's energy, Dr. Marshall points out.

Man used his own muscles for the first million years.

About 12,000 years ago he began domesticating animals and using their muscles. Then he captured the wind in sails and falling water in water wheels.

In the 1780s he captured the expansive power of gases, particularly steam. A century later, in the 1880s he added electricity and internal combustion engines — more amazing changes in his practical living than in the previous 100,000 years.

The 1940s brought jet propulsion, radar, the harnessing of atomic energy.

"If we can move from muscles to atomic energy, a man's prospects for self-development are even more startling."

Dr. Rosen cites the airplane as an example. We have known for some time its use would be wide-spread. But, he says, we are just beginning to set up arrangements to assure order and safety.

He also lists radar, radio-telephony, television and the mechanical cotton-picker. He says the advent of the cotton-picker means millions out of jobs in the South and that provision has to be made for these . . . unemployment compensation, mass migration to other jobs and so on.

"We are slow in getting on top of the job," Dr. Rosen says.

"The scientist, as a rule, is unaware of the social consequences of his discoveries . . . we need people who will study and give their attention to the effects of machines which are shaping our whole destiny."

Proposals have been made for setting up a commission to administer atomic energy.

Dr. Rosen says it is imperative that a full representation of social scientists sit on any such board.

"Unless and until the use of technology is subordinated to constructive and socially desirable ends," he says, "the prospects for society in the future remain dim and uncertain.

"We need to get ready for the atomic age in a hurry."

The straight and narrow road has one great advantage; there are few roads leading from it.

INDUSTRY MUST EXPAND TO TAKE UP THE SLACK

The News Herald

Approximately 960,000 non-agricultural jobs will be available in North Carolina within the next year, an increase of 160,000, or 20 per cent, over total 1940 employment, according to a statewide survey by the state planning board released last week by Governor Cherry.

Governor Cherry said the survey, conducted under the general supervision of Felix A. Grisette, managing director of the planning board, coincides very closely in its estimates with similar nation-wide surveys. The survey covered 21 representative North Carolina counties containing more than a third of the population of the state.

Although these figures are very encouraging, Governor Cherry said, they show that they could still fall short of providing full employment by 150,000 to 200,000 depending upon the size of the postwar labor force.

The survey was based on estimates made by employers on the basis of the number of people they expect to be able to employ during the first full peace-time year. It does not include any employment which could be provided by public works or governmental agencies. It covered counties in all sections of the state.

Manufacturing concerns which estimates which employed 127,000 workers in 1940 and 139,000 in 1944 estimate their postwar employment would be 152,000, an increase of 19 per cent over 1940. Total employment in all manufacturing in 1940 was 325,000. Applying this 19 per cent increase in all manufacturing would add 60,000 manufacturing jobs, the survey said.

Non-manufacturing firms employing 39,000 people in 1940 and 44,000 in 1944 estimated that they will be able to provide 47,000 jobs in 1945, an increase of 21.2 per cent over 1940. Applying this increase to the non-manufacturing total in 1940 (agriculture accepted) of 475,000, a total of 100,000 new jobs would be added

Furniture and lumber products was the major manufacturing classifications indicating the largest percentage of estimated increase—44.5 per cent. Total employment in the industry in 1940 was about 58.000. An increase of 44.5 per cent would mean 28,000 new jobs.

The textile industry, although indicating an estimated increase of only 17.7 per cent over 1940, will provide the largest number of new jobs in any manufacturing classification. The survey shows. A total of 35,000 new jobs would be provided. Total textile employment in — was about 200,000.

"Generally speaking," Grisette said, "North Carolina employers seem to be capable of reabsorbing former employes now in he armed services without any serious difficulty."

MUST PROTECT FARM INCOME

The News Herald

Roger Corbett, Executive Secretary of the American Farm Bureau Federation, said in a recent address in New York that agriculture faces postwar "povelty levels" in prices unless formers and the government take steps to safeguard agriculture income.

Addressing the executive officers of the northeast region of the federation, representing nine states, Mr. Corbett said "under the encouragement of government to meet the war emergency, agriculture has stepped up its production more than one third during the war period.

Mr. Corbett, who formerly was director of agricultural research and director of the extension service at the University of Maryland, said production of almost all agricultural commodities was at "peak level."

He suggested four methods as a means of continuing farm production and prosperity:

1. Sending of agricultural supplies to Europe through Government or private purchase.

2. Efficient marketing by housewives including a better knowledge of nutrition.

3. A better knowledge of agricultural values on the part of the housewife.

4. Better knowledge by consumers of seasonal and local market gluts so their buying can be adjusted accordingly.

"We hope we will not have to resort to curtailment of production. But we must be in a position to carry out such plans if other support and plans do not succeed," he said.

W. R. Ogg, head of the federation's Washington office, said the federation would "insist" to the administration in Washington that farm price control commitments under the Steagall Act be carried out.

He added that the federation would ask for the liquidation of farm subsidies and an increase in agricultural price ceilings were necessary.

Mr. Ogg said the federation would recommened that the Federal Government continue the farm labor program through the next calendar year and reorganize the farm credit system though support of the Flannagan bill.

Introduced by the chairman of the House Agricultural Committee, this bill would reorganize the Farm Credit Administration as an independent agency outside of the Department of Agriculture.

———:———

Resolve to be thyself, and know that he who finds himself, loses his misery.—Matthew Arnold.

GOOD WILL POLICY

The Watchman Eximiner

Efforts to bring into closer relationship the various republics of South America and the United States through what is called "good will policy" inspires investigation as to the reasons why such good will is lacking. The average citizen of the United States is not conscious of any particular ill will toward any South American. Citizens of the republics to the south of us are always welcome in this delightful and free country. Furthermore, South Americans are generally delighted in what they see here particularly in matters of religious liberty, and seem anxious to introduce the same culture when they return home. Sad as it may seem, it is religion which is the greatest source of ill will between the United States and South America. Addressing the third annual convention of the National Association of Evangelicals, May 3, Dr. Harold John Ockenga, pastor of the Park Street Church, Boston, clarifies the issues for us in the following words:

Political pressures by the nation's biggest Congressional lobby, international scheming, opposition to Protestant missionaries as "hurtful to the good neighbor policy," are all phases of a concerted propaganda drive by press, radio, education and motion pictures to transform fundamentally Protestant culture to a fundamentally Roman Catholic culture in the United States. Such a transformation would entrench in the United States the same religion of magic stemming from pagan renaissance sources which now prevails by Roman Catholic dominion in South America, with all its autocracy monopoly, and undemocracy. Christianity in Latin America has been the greatest spiritual dereliction in Christain history. Protetantism and Catholicism account for a large part the difference between South and North American ways, because the autocratic, feudal state of the Roman Church, the aristocratic leaders within the commonwealths or states themselves, keep a control of the people south of the Mexican gulf.

———:———

The things we have determined wholeheartedly to do are not fulfilled merely by desire, but through painful toil. a

SOME TALKING POINTS FOR CHURCH ATTENDANCE

Church Council Bulletin

1. Attendance at one worship service each week is a reasonable request. Religion should have a normal place in life. This program does not ask the impossible. Only normal religious observance is sought.

2. It is the duty of every church member to attend worship services. It is a duty each one owes to God. It it a duty parents owe to their children to be companions in right habits of Christian living. It is a duty members of the family owe to each other because the will and desire of all is strengthened when church attendance is a family concern. It is a duty every Christian owes to his community We would not want to live in a community without churches. No man lives to himself alone.

3. The strength of every church depends upon the loyalty of each member.

4. Attendance at the worship service is one of the most effective ways to witness publicly to one's trust in God and belief in Jesus Christ as Lord and Saviour. This witness is needed in our day.

5. We are creatures of habit. When we get out of the habit of attending church, it requires a real act of the will to start again. When we attend church regularly, it is a matter of real disturbance to be elsewhere. No habit is satisfactory unless it is a right habit.

6. Regular attendance at the worship service of the church is deeply satisfying. We enjoy the fellowship of friends. We have a sense of having done our duty We have an orderly day because we started it in an orderly way. We have a realization of God's presence.

7. The church will mean more to you and you will mean more to the church if you are regular in church attendance. The worship service is the focus of church life and fellowship.

8. We need the church. We need its sacraments and its fellowship. We need its counsels and its guidance. Our living is stronger, finer, richer with the church; weaker, less integrated, uninspired without it.

9. We need to hear the gospel of Christ. We need it for the direction it gives to life and for the companionship it provides. We need to measure our thought and behavior by His teaching and example.

———:———

Knowledge grows but wisdom remains the same through all ages.

HOOKED RUG-MAKING AN INDUSTRY

(We the People)

Patient figures working swiftly before a splash of color are seen in increasing numbers on cottage and cabin porches throughout North Carolina mountain counties as something approaching mass production in the hooked rug craft develops.

Handicraft devotees shake their heads dolorously over the situation. They argue that only leisurely working and originality can produce fine rugs, and the weavers are now highly organized and encouraged to produce as fast as they can, concentrating on limited patterns.

Some eight or ten rug distributors sponsor production in this section under a system whereby the distributor furnishes the dyed wool and collects the finished product through a "rug route." The distributor also furnishes a pattern, and the cottage worker is persuaded to produce a single design, so that he may more quickly learn its intricacies. The consequence has been standardization on a few patterns found by sales experience to be most marketable.

As a result, 80 per cent of the nation's hooked rugs are now made in North Carolina mountain homes. Formerly, hooked-rug producers sold their wares to passersby, or to gift shops. Reduction of rug imports from China, Japan, Porto Rica and other countries transformed the industry from a "souvenir" enterprise, and now most of the production goes into nationwide distributive channels. One of the largest of the operators is the Treasure Chest, organized now as a mutual, and affiliated with the Farmers' Federation, a co-operative. The distributors' cultivation of the field has jumped production around 1,000 per cent since 1940.

Some 3,000 families in the four counties adjacent to Buncombe derive part or all their cash income from production of the rugs. The income ranges from $250 a year to $3,256 earned in 1944 by one woman and her two daughters. A large, room-sized rug now brings from $160 to $600 retail. Producers are paid on a square footage basis.

Distributors think the boom in hooked rugs will last at least five more years. They won't predict what will happen after foreign producers are able to reenter the market, but one distributor said his outfit planned to go into the production of rugs woven to individual order.

The changes that may come after the war may cause this mountain craft to revert to its former status, when individuals will weave rugs of their own patterns for sale to the tourists who will come to these mountains in larger numbers than ever before. The completion of the Blue Ridge Parkway, which is a postwar project, is expected to bring additional thousands of tourists cars through these mountains, and it is possible that these will more than make up for the loss of trade which could result when the mass production of these rugs for distributors is no longer profitable to the distributor. These mountain people will not stop making rugs.

SUNDAY SERVICE AT THE SCHOOL

Rev. James W. Fowler, pastor of the Kerr St. Methodist Church in Concord, was the guest preacher at the Sunday afternoon services last Sunday. The boys, as usual, were delighted to have Mr. Fowler and they were greatly delighted that he agreed to sing a solo for them. We hope Mr. Fowler can return often in the future, but there is a possibility that he may be moved at the next Conference since he has been at his present appointment for three and a half years.

Mr. Fowler read verses of Scripture from the third chapter of Saint John, and used as his text John 3:16: "For God so loved the world that He gave His only begotten Son that whosoever believeth on Him should not perish but have everlasting life."

Prior to Mr. Fowler's sermon a group of third grade boys, accompanied by Mrs. Frank Liske, sang three songs, as follows: "For Jesus;" "Praise Him, Praise Him;" and "Can a Little Child Like Me?"

In his message to the boys Mr. Fowler told the story of Philip Nolan, as told by Edward Everett Hale in his book, "The Man Without A Country." Mr. Fowler reviewed the highlights of this interesting story, which were as follows:

In the year 1805, at Fort Adams some offenders were being tried for treason. Philip Nolan was one of those on trial, and when he was before the court, before sentence was passed he was asked if he had any statement to make. Then Nolan expressed the wish that he might never again hear the name of the United States of America. The presiding judge, who was Colonel Morgan, declared that Philip Nolan should be granted the request which he had made. Then for seven long years he sailed on the high seas, never landing except on foreign soil. On this ship he became known as "Old Plain Buttons," since the regular Navy buttons had been removed from his uniform, and plain ones substituted for them.

Those who accompanied Philip Nolan on his trips were required to make no reference whatever to the United States.

Philip Nolan was an accomplished reader, and the others on his ship often asked him to read aloud to them. They were careful in their selections, however. But one day it occurred that as Philip Nolan read to the others he came on these words:

Breathes there a man with soul so dead
Who never to himself hath said:
"This is my own, my native land?"
Whose heart hath ne'er within him burned
As home his footsteps he hath turned,
From wandering on a foreign strand?
If such there breathe, go mark him well;
For him no minstrel rapture swell.

When Nolan, after great effort, finished reading these words, he rushed off to his cabin, where he remained in seclusion for two months because his heart had been so greatly touched, and

afterwards he emerged as a changed man.

Then during the War of 1812, between the United States and Great Britain, Nolan's own ship was attacked, and Nolan's great courage was exhibited as he stood before his comrades in the face of danger and shouted, "Fire upon them! "Fire upon them!" His captain congratulated him for his very great courage, and his name was sent to the Navy officials for recognition and promotion, but nothing was ever heard from it.

Time went on, and on one occasion his ship accosted by a Portuguese ship upon which a shipload of negro slaves were being held. The captain of the Portuguese ship asked if anyone on the ship could speak the Portuguese language, and he was informed that Philip Nolan could do so, and he was asked to board the other ship. The captain of the Portuguese ship then requested that he tell the negro slaves that they were free. This he did, and the negroes requested that they be taken to a place where they could live in freedom. The captain said, "Tell them we will take them even to the moon if it is necessary."

Later on, Philip Nolan, as an old man, called upon one by the name of Danford to come to his cabin where he explained that he had a gift for this person. Nolan requested that Danford reveal to him, before the gift was received, all that he knew about the United States of America. When this was done, he gave Danford a Bible in which had been placed a sketch of a map of the United States and also a sketch of Old Glory. Along with these sketches Nolan had requested that at his death a marker be placed at his grave with these words: "No man ever loved the United States more than he, and no man ever deserved less."

When drawing his lesson from this story, Mr. Fowler explained to the boys that often young men do things thoughtlessly, for which they in later life are deeply grieved. In the spiritual world, though, there is forgiveness for misdeeds for those possess an humble and contrite heart. Then, because people have their past misdeeds blotted out, their lives are changed thenceforth.

It was explained to the boys that it is through Christ that the sins of mankind may be forgiven, and Mr. Fowler pictured Christ at the time of the crucifixion. He explained to the boys that Christ with His outstretched arms on the cross symbolized the fact that His arms are long enough to reach entirely around the world and to include in His embrace all mankind. He explained also that the upright position of the cross, pointing towards heaven, represented the highest, the noblest, and the best in life. The fact that the cross was anchored down in the earth symbolized that the love of Christ reaches beneath the waywardness of every sinner, no matter how low he may fall.

One reason we don't like the man who pretends to know more than we do is because he is often able to prove it.

COTTAGE HONOR ROLL

Week Ending September 23, 1945

RECEIVING COTTAGE

James Perkins

COTTAGE No. 1

J. C. Alley
Lyndon Barnett
Hubert Black
William Britt
George Cox
Horace Collins
Worth Craven
William Doss
Thomas Everhardt
Raymond Hardin
Edward Hambrick
Franklin Hensley
Robert Holbert
Jack Lambert
A. J. McCrew
David Prevatte
Clay Shew
Harry Thompson
Benson Wilkins

COTTAGE No. 2

Harvey Arnett
Louie Ashe
Walter Byrd
Haney Cothrin
Rufus Driggers
Glen Evans
Gerald Johnson
Donald Kirk
Chester Lee
Barney Mills
James Norton
Hayes Powell
William Phillips
Melvin Radford
Van Robinson
Russell Seagle
Donald Stacks
Fred Coats
Robert Owens

COTTAGE No. 3

James Arrowood
Eugene Bowers
Thomas Childress
James Christy
Hugh Cornwell
Lindsay Elder
Jesse Hamlin
Emory King
Robert Lee
James Maloney
Clifton Rhodes
Clyde Wright
James Graham

COTTAGE No. 4

Phil Batson
Paul Carpenter
Eugene Hudgins
Herman Hughes
Hobart Keaton
Leroy Pate
Ernest Turner
James Wiggington
Richard Johnson
John Linville

COTTAGE No. 5

James Buchaloo
Sterling Farrow
Connie Hill
Robert Wilkins
Clyde Ward
Vernest Turner

COTTAGE No. 6

Coy Creekman
Keith Futch
Nolan Morrison
Jerry Oaks
Robert Porter
Lewis Southernland
Leroy Wilkins
James Walters

COTTAGE No. 7

Gene Murphy
Jack Phillips
Hubert Pritchard
Kirk Putman
Robert Shephard
Ralph Gibson
Gene Peterson

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

(Cottage Closed)

COTTAGE No. 10

Raymond Byrd
Thomas Cottrell
James Hensley
Bernard Hiatt
J. C. Mikeal

COTTAGE No. 11

Charles Alexander
Donal Bowden
Charles Bryant
James Cartrette
Charles Davis.
Robert Elder
William Faircloth
Jack Gentry
Alvin Helton
James Holleman
Thomas Hyder
David Isenhour
Arlon McLean
Kenneth McLean
Edward Morgan
James Phillips
Robert Phillips
Alvin Porter
J. C. Rhodes
Ralph Tew
Martin Walters

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

(No Honor Roll)

COTTAGE No. 14

William Lerchell
Landon McKinney
John Roberts
Jerry Smith
J. H. Smith
James Spence
Albert Allen
Gray Brown
Raymond Cloninger
Hubert Inman
Thomas Wansley

COTTAGE No. 15

William Best
William Correll
Jack Crump
Henry Coffey
Alvin Fox
Jack Greene
John Greene
Marcus Heifner
David Kinley
Marshall Lamb
Harvey Leonard
Zeb Presson
Carl Ransom
Robert Rivenbark
Charles Stephenson

INDIAN COTTAGE

(No Honor Roll)

INFIRMARY

William Brooks
George Guyton
Norman Hentshell
Dwight Murphy

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BIRTHDAYS

In The Uplift, we plan to annouce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of October 14, 1945

October 14—Vernie Wilton Wiggins, Cottage 16, 13th birthday.
October 16—James A. Maloney, Cottage 3, 12th birthday.
October 17—Donald Kirk, Cottage 2, 13 birthday.
October 19—Ervin Ewing, Cottage 13, 16th birthday.
October 20—Alvin Helton, Cottage 11, 16th birthday.
October 20—Hilton Reed, Cottage 15, 15th birthday.

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THE UPLIFT

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DAD

Always my counsellor, always my friend
Always with patience his help would lend
Always at hand when life's problems I met
Throughout all the world my best friend yet
Always consistant understanding my mould
Midst all my sorrows as true as gold.
Always the first to wish me luck
Always first to praise my pluck
Always at hand to give a tip
Usually saying "Keep a stiff upper lip."
The same old sport, this Dad of mine.

—Selected

Published Weekly By

THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

THE CHIEFS

Many's the time you've listened to:
"The 'Shots' are running things;"
That their noses are in every game,
Lording it worse than kings.
But here's what I can't savvy—
Why those who make the beefs
Don't get ambitious for a while
And become leading chiefs?

Just who would keep the world going
If everyone would shirk?
I find it's only a very few
Who'll get right down to work;
It's those who do their very least
Who make the biggest beefs—
We really owe a vote of thanks
To our leading chiefs!

—Fern E. Garwood

A MEMORIAL FOR THE UNKNOWN SOLDIER

The United States should remember the unknown soldiers. The American people, in all their celebrations of great victories accomplished in this last war, which was fought on world-wide battlefields, owe a debt of graditude, which must never be forgotten, to the unknown soldiers. In this great war, as in all wars, there have been those soldiers of humble rank who, because they were fighting in isolated places, either in jungles or caves or hidden retreats, fell in unknown places, and there have been other occasions when it was im-

possible to identify some who fell in combat. Even though these men held their lowly stations in our great army, the parts which they played were of great importance. No doubt, there surged within their hearts the same ambitions and the same hopes that were in the hearts of those of the high ranks who had the privilege of going through the conflicts unharmed because they were in the more protected places and because they were farther removed from the places of danger.

Many of these American boys were drafted into the army at a time when they would greatly have preferred to continue their normal activities of civilian life. In most instances it was not their ambition to be professional soldiers, but they did have within them that innate quality of citizenship which heeds the country's call to duty, and they went out as worthy soldiers to do their best.

In World War I, which ended November 11, 1918, there were unknown soldiers who fell in battle, and the remains of one of their number were brought back and interred in the Arlington Cemetery at the nation's capital. This honor and distinction to an unknown soldier symbolizes the finest sentiments of American patriotism. As far as it could, the entire country endeavored to pay tribute to the humblest soldier. It seems proper and fitting, therefore, that the unknown soldiers of this last war should receive some sort of fitting tribute and be given some recognition or mark of distinction. Not one of the soldier boys who died in the line of duty should ever go to his eternal award with the feeling that his country did not fully appreciate all that he did. He engaged in the greatest war of all times. It has been estimated that if all the previous wars of past history could be thrown into one vast war, it would all represent only one-third as much as the war which has just been completed. Throughout all time and eternity the history books of the world will tell the stories of World War II and all that was involved therein. Therefore, the unknown soldiers of this war should receive full honors at the hands of this great nation.

It would probably be proper and fitting for our national government to arrange to have another tomb in the Arlington Cemetery for the unknown soldier of World War II. The remains of one of these unfortunate lads could be returned to this country and with

appropriate honors buried in the grave provided for the unknown soldier. Standing side by side, the two markers would proclaim to the world that the American people do not forget those in the humble ranks when they do their full share.

In recent weeks some of the great men who led our magnificent army and navy to victory on the battlefields of the world have returned to this country and have received their acclaims. This is as it should be, for these men are those who made and executed the plans of strategic warfare so that victory was possible. America has been delighted to honor these men with great enthusiasm. Their names will go down in history as great heroes of this vast conflict. No one could or would dare to try to take any glory away from them. No doubt they, too, would heartily sanction the idea of honoring those who may have died without being identified, and for whom no specific honors can be given.

* * * * * * * *

OUR RADIO PROGRAMS

Through the courtesies of the officials of radio station WEGO, located in Concord, N. C., arrangements were made whereby the Jackson Training School was given the opportunity to present fifteen-minute radio programs each Tuesday morning from 11:45 till 12 o'clock. The first of these programs was presented on June 26, and the programs have been given regularly since that time. They have been under the general direction of Superintendent S. G. Hawfield.

Generally, the programs are arranged so that boys from certain grades in the school department present some musical selections, and then a brief talk is given about the school by the superintendent. Mrs. Frank Liske has been the piano accompanist for the programs, and she has done a splendid job.

During the time these programs have been given, the boys from the school have had a wonderful opportunity in giving the broadcast programs. There are many thousands of boys in North Carolina who have never been inside a radio studio. The boys have been greatly pleased with the privileges they have had to observe what

happens in the studio, and also to sing their songs on the air. There have been a number of reports from friends of the school in this part of the state stating that the programs have been fine and that they have been greatly enjoyed. The radio fans are particularly delighted with the musical selections that the boys present.

The radio programs have given the folks at the Jackson Training School an excellent opportunity to inform the public about the school and the work that is being done here. For the broadcast the brief talks relate to some phase of the history of the school or to some department of the work here. It is our conviction that this offers an excellent opportunity to present favorably the good things which this school is attempting to do for the boys here.

* * * * * * * *

POTOTO HARVESTING

Here at the school the farm boys are now busily engaged in harvesting the sweet potato crop. Some of the boys explain that this is "tater time."

The harvesting period will extend over several days, and the prospects are that the production will amount to approximately 2,000 bushels. There are numerous ways in which the yams may be prepared and served to the boys, and they represent an important item of food for the boys. The school possesses a sweet potato curing house, and the good potatoes are being stored for use next winter. In the harvesting prcess a good many potatoes are injured or found to be unsuitable for storage, and these will be canned in the school's cannery.

YESTERDAY AND TODAY

(The Catawba News-Enterprise)

That the trail of Pierre Laval, French traitor, is now taking place in Paris it might be well for the tribunal to go back and compare his 1942 talk with his present talk.

In pleading his case one of the most despised men of the world said that he was the "victim of an ugly legend" and was being made the scrap goat for France's collaspe in 1940. This is Laval's talk today, but let's go back to 1942 and see if his tune did not have another assent. The following is taken from an editorial appearing in the Winston-Salem Journal in July 1942:

Pierre Laval addresses France. In substance his words mean this:

Go, work in the factories of your mortal enemy. Help Hitler, Heil Hitler, that Germany may become the dominant nation of the world. Then France will be no better off, but we shall eat and sleep.

The culture of a thousand years, the priceless traditions of an independent, brave people—what are they but baubles in the face of what Herr Hitler offers: bread and a place to sleep, as benfits the labor of bondmen and slaves?

To work for Germany and to work with Germany for the conquest and enslavement of the rest of humanity —that should be the aim of France today. Why? Well, because in 1940 Germany frightened, disorganized and defeated an unprepared French nation whose leadership had gone stale, and in some cases, corrupt.

For shame, logical Frenchmen! Isn't it plain to you that Hitler is going to win the war? Then why try to aid a forlorn hope for liberty? Why worry about such baubles as honor or freedom, or self-respect? Roosevelt and Churchill prate of liberty, brotherhood and peace, but Der Fuehrer holds the reins in France, and he offers you bread and a place to sleep.

You hear the cries of Joan of Arc? How preposterous! You remember Verdun? Well, I don't. You know, I managed to stay out of the first World War. It may not seem quite the thing to boast of but I think I handled that matter cleverly. Why should a Frenchman die when he can save his skin just as well?

Crazy Frenchmen! Why would you choose "blood and sweat and tears" when my dear, dear friend, Adolf Hitler offers you bread and a sleeping cell, and only when you are stubborn and contrary gives you the lash or the rifle bullet?

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If I wanted to punish an enemy, it should be by fastening on him the trouble of constanly hating somebody.—Hannah Moore.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Items of Interest

By Herman Hughes, 8th Grade

Miss Marshall was called away on account of the death of some relative.

Mr. Godown, officer of Cottage No. 9, and also printing instructor, has been on his vacation two weeks. All of the boys are looking forward to his return.

The boys of Cottage No. 4 played the boys of Cottage No. 14 in a game of football. The boys of Cottage No. 4 won by the score of 6 to 0.

Mr. Corliss, teacher of the sixth grade and officer of the Indian Cottage, has gone on his vacation to New York. He flew from Charlotte, N. C. He should have been in New York by Sunday night at eight o'clock.

Mr. and Mrs. S. G. Hawfield have as their guests Mrs. Harold Hawfield and small son Michael. We know that they are enjoying their visit.

Captain Harold Hawfield is with the army in Japan.

Show

By Charles Gordon, 8th Grade

The show we had last week was "Buffalo Bill." The characters were Joel McCrea and Mareen O'Hara. The story was about the life of Buffalo Bill. The story started off when he was a young man and told what a great fighter and scout he was. Later it told how he met and married his wife (Mareen O'Hara. They then had a son but he was killed by diphtheria after his mother took him to Washington. It also told what a friend he was of the Indians.

He became a great man and traveling the country entertaining the people.

I think that it was a nice picture and I am sure that all of the boys enjoyed it.

Mrs. Griffin's Gifts

By Vernest Turner, 8th Grade

Saturday Mrs. Kathryn Griffin presented Mrs. Liske enough vases so that each room could have two each. We have been using them to put flowers in and they look very fine. We all appreciate Mrs. Griffin's generous offering and we thank her very much. We all hope that she will come to visit the school and see them.

Sports

Tommy Wansley 9th Grade

Lately there has been a great amount of sports being played at the Training School. The boys have put more interest in them. We have been playing football, basketball, and volley ball all at one time on the play grounds. This gives the boys a choice to play what they like. We have a football and volley ball, and Mr. Hines has been letting us use his basketball. The boys all enjoy playing these games very much. Some boys like to play football rather than basket or volley ball and some are the other way

around. Some boys who are showing up in football are Tommy Cottrell, Jimmy Stadler, Carlton Morrison, Raymond Byrd, Gerald Johnson, George Hill, Robert Lee, Hugh Cornwell, and "Chocolate." These boys are beginning to show a great improvement. These boys have been playing other groups. Mrs. Baucom, is teaching the boys more and more every day. The boys appreciate her assistance.

Another outstanding game at the school is volley ball. The boys like to play this game well. More small boys play this game than any one else. We have a nice new net on the play grounds. The boys play this game every recess.

Mrs. Liske's Birthday Party

By Vernest Turner, 8th Grade

Thursday Mrs. Liske had a birthday. The afternoon third grade surprised her by singing "Happy Birthday to You," as she entered the classroom. They presented to her a gift of appreciation because she has been so nice to them She has been playing the piano for the boys over WEGO and at Sunday School and church. We all appreciate Mrs. Liske's help and hope that she will have many more happy birthdays.

Radio Program

By Forest Cowan, 8th Grade

Mr. Bass and a group of seventh grade boys went to WEGO to sing last Tuesday. They were accopanied at the piano by Mrs. Frank Liske. They sang. "The Banner of the Cross," "Revive us Again," and "Glory to His Name." Then Mr. Hatfeld gave a short talk on "Orientation of New Boys at the Training School." The boys here enjoyed this very much and they hope that the people did elsewhere.

Habits

By James Teague, 8th Grade

Most all of us boys here at the training school have habits. Some are good and some are bad, but it is up to us to weed out the bad ones. I have a habit of biting my finger nails, but that is just one of my many habits. The only time to break a habit is now while we are young, because when we get to be grown men we will find them very difficult to break. So in the future lets all try to stop bad habits so we can make the school a better place for the old boys as well as the new ones.

Football

By James Teague, 8th Grade

The boys at the training school are looking foward to playing football. We hope we can play our first game Saturday. Mr. Adams is going to be in charge of making out the schedule. We would have played our first game Saturday if it had not been for finishing up the sweet potatoes. If every thing goes right Mr. Adams will lay the feld off next Saturday morning and we will play in the afternoon.

Sports

By Leonard McAdams, 8th Grade

There is a great need for more and better sports here at Jackson Training School. A great number of boys here at the school have very good tal-

ent to play all kind of sports, and the majority of the boys like to play sports such as football, baseball, basketball, and many others. The school has equipment for all of these games. The boys would appreciate the opportunity to play these games with the surrounding schools. We think we could come out pretty favorably with them.

B. T. U.—Intermediate Group

By Jack Gentry, 9th Grade

Mr. Puckett first led the group in a song entitled "We've a Story to Tell to the Nations." Then Mr. Beck led us in prayer. We then had a talk on the story about the "Publican and the Pharisee." We then had another song and were dismissed to go to our classes. Kenneth Staley called the roll.

Mr. Beck was in charge of our group. He first gave a short talk on "Who Your Best Friends Are." Our program consisted of four parts. The title of our program was "My Friends and I" The first part "Indroduction" was given by Hugh Cornwell. "How to Make Friends" was given by Charles Shore. "Our Obligations to Others" was given by Gerald Johnson. The last part "A Friend Must Stand for the Right" was given by Robert Summersett. A short talk followered. We then stated our names and the towns which we came from. George Guyton dismissed us with a short prayer.

Friday Morning Chapel

By James Hensley, 9th Grade

Friday morning, October 12, Miss Oehler's third grade gave a program about Columbus. First the audience sang a song, "Trust and Obey." Then the third grade class had the Scripture reading which was the 100th Psalm. Then they sang the morning prayer. Then they had other songs, "Work for the Night is Coming," "For Jesus," "Praise Him, Praise Him," and "Can a Little Child Like Me." Then a story, "On the Ocean" by Jessie Hammond. The players were as follows:

The Columbus Acrostic — Ray Shore, George Marr, Sterling Farrow, Lyndon Barnett, James Tew, James Little, Coy McElvin and Franklin Stover. A poem "Columbus" was given after this by Howard Manus. Then a song of Columbus followed, by Franklin Stover, Coy McElvin, Ray Shore, Chester Lee, Howard Manus, Lindsay Elder, and George Marr. Then there was a poem "Three Little Ships" by Thomas Staley. Coy McElvin then gave another poem. Then the boys presented a play. The name of it was "Tar Baby." The actors were as follows:

Lindsay Elder, (Tar Baby), James Little, (Wolf), Franklin Stover, (the Duck) Howard Manus, (Goose), Coy McElvin, (Cat), George Marr, (Rabbit),and Charles Sellers (the Bear).

Then the audience sang "Somebody Did a Golden Deed." We all enjoyed this program very much.

Mrs. Liske gave the flowers to decorate the stage. We are sure Miss Oehler enjoyed the use of the flowers very much.

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Don't wait until you are a man to be great—be a great boy.

HABITUAL CRIMINALS

(The Outlook)

What makes an habitual criminal? Is it the theft of a half dozen spark plugs (value $5.00,) which were paid for the next day when the miscreant sobered up and discovered what he had done? Should this extremely atrocious crime be paid for with a Life Sentence in prison? We don't think so, but the State of Washington does, for we know a man who has now served almost nine years of a life sentence as an habitual criminal for this petit theft.

We know another lifer who committed the heinous crime of stealing a few neckties from a rack in a store. Another wrote a check for thirty dollars. Another boosted several ladies blouses in a department store. Another stole two pairs of trousers (value $13). The list of lifers sentenced for petit crimes is long, and heading it is the man who has now served 19 years for stealing a car with which to joyride.

We cannot, by any stretch of the imagination, reconcile the punishment with the crime. The Prosecutor should never have filed such charges nor should the court have imposed such drastic sentences. It seems to us that Prosecutors and Courts should function with some regard for human rights and human life, assuring every accused person a fair hearing and a just sentence which, obviously, do not issue when men are sentenced to life for stealing a pair of pants or a spark plug.

We believe that these gross miscarriages of justice emanate largely from the Prosecutors offices and we wonder what excuses they offer as balm to their own consciences. Certainly such flagrant abuse of authority cannot be justified by the contention of sworn duty. Nor can the courts escape their share of culpability. The dignity of their robes should have been defended by directing proper verdicts or granting new trails. It is worthy of note that the Prosecutor in one of our large cities a few years ago conceived it his duty to convict anyone and everyone possible of being an habitual criminal regardless of the crime charged. He failed of re-election and another man took office. During his tenure not one man in that particular city has been convicted of being an habitual criminal. Now one or the other of these officials was wrong. We don't believe it was the latter. We believe, you we know, that many men are serving life sentences solely because of the whim of the Prosecuting Attorney.

We also know that the threat of an habitual criminal charge is used as a club over the head of many accused persons, thus inducing a plea of guilty to almost anything else. Any prosecutor using such devices admits his own inefficiency and incompetence. The use of force and fear has no place in Courts of Justice.

It is very easy for a Judge or Prosecutor to shrug his shoulders and say: "He has a record a mile long. He should be put away for good." Perhaps this is good reasoning, but it still doesn't reconcile spark plugs and life sentences. These officials might better inquire into why the accused

has such an extensive record, which brings us back to the question: What makes an habitual criminal?

The answer is quite simple. The recidivist is a product of the present penal system. Of course he wasn't a loser when given his first prison sentence, but during the course of his incarceration he experienced third degree methods; he was held in a filthy jail; the various officials misrepresented the case and distorted the facts so that he might appear as a monster and therby receive a longer sentence; he saw far too many inequalities of justice; and he had to buck intolerable conditions while serving his time. Is it any wonder he became antagonistic toward the law and all it's representatives? The truth is that during the time spent in jail and prison a recidivist was created—a product of an antiquated system intended to instill fear but actually burning it's victim with hate.

The Sociologists and psychiatrists may fill reams of paper with fancy phrases in trying to deduce the causes of recidivism; they can read books and write volumes on the subject; they can dig up many and varied excuses for the crimes committed in the name of the law against the lawbreaker—but they can't escape the fact that prisons are full of the products of prisons and reformatories. Habitual criminals are made, not born. Moreover, life term criminals, whose crimes involved only a few dollars do not require much analyzing. They just didn't get a square deal.

It is an undisputed fact that as prisons grow bigger and bigger there are more and more men to fill them. The percentage in proportion to the population is increasing every year. It is then only fair to assume that there is something wrong with the system that fills them. We think that life sentences for relatively minor offenses are more wrong than right. New York, California, Michigan and other states have modified or repealed their habitual criminal laws. Isn't it about time the State of Washington did something about it?

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If you would reap praise you must sow seeds of gentle words and useful deeds.

PROTRACTED MEETINGS

(The Dare County Times)

The reminiscenses of my boyhood days would be incomplete indeed were I not to mention the protracted meetings that were held in the neighborhood about this time of each year.

Nowadays we have become more sophisticated in our religion as well as other things in our lives. We no longer call the old-time all-day meetings with dinner on the grounds "protracted" meetings. Now we call them "revivals." And seldom are these meetings held as all-day affairs any more.

In one way this is good: It relieves the women folks of preparing and serving those sumptions dinners that were spread out on a long or circular table for all and sundry to partake of. Golly, how my mouth waters now, with the memory of those dinners. Everything good to eat that one could imagine. Fried chicken, roast pig, roast beef, country-cured ham, smoked in the "smoke-house" with honest to goodness hickory or persimmon wood smoke; they didn't know anything about "Liquid smoke" in those days, and the meat was cured by the slow rigorous process of several days "smoking" in the smokehouse, until just the right degree of curing had been reached. Liquid smoke is alright maybe, and it saves a lot of time and work, but it cannot produce the finished product that the wood smoke did. Nor were these all the good things that weighed down the tables: vegetables, fruits, fresh and canned, pastries of all descriptions, and the women folks urging you to enjoy a good meal. The women were anxious for you to eat; they had spent many hours work in preparing it, and it was at these dinners that many of them earned the reputation of superlative cooks. Those were the days!

The dinners were one of the pleasant things about attending the protracted meetings. The most unpleasant thing I can remember about them was the dress of the well-dressed little boys in those days.

I was the possessor (please note that I didn't say "proud possessor) of several suits of pure white, consisting of a shirt and pants that were buttoned to the shirts to hold them up. These suits really were nice for well-dressed little boys, I suppose, and I should have been proud to sport one of them at any occasion. But I wasn't. And I never wore them when I could argue my mother out of it. The suits themselves were alright. But inevitably when I was wearing one of them and happened to get into a crowd of boys a little older than I, they would tease me about them, saying I forgot to put on my pants and came to church in my drawers, because the pants were white. The next time my mother would have a fight on her hands to get me to wear my white suit. Such a thing wouldn't bother me now. With the present scarcity of shorts, I'd be proud to be accused of wearing drawers, white or otherwise.

One of the many incidents of attending a protracted meeting service when I was a boy, stands out in my memory as I write. It was one of

those hot, August mornings. The preacher had been giving them daily doses of the old-time hellfire and brimstone sermons and had built up quite a reputation as a good preacher. This morning the church was filled to standing room. Everybody was wiping sweat and fanning fit to kill; the women folks with their beautiful folding fans, handkerchiefs, hymn books, and anything else that would carry a breath of air that could be felt by the face; the men folks were ruining the brim of their straw and felt hats. But everybody was having a swell time, and the preacher was really telling about their sins and how they should change their ways if they expected eventually land in Heaven and consort with the angels on the golden streets there.

The church had two aisles. At the end of each, at the back of the church was a door. In one of the doors sat an old colored woman, on the doorstep, who had come to help the white folks see out and serve the midday meal. She paid rapt attention to the preacher's words. I was sitting at the end of one of the church benches and could see her plainly. Along towards the last, as the preacher bore down on the sinners in the church and the world at large, the old lady began to get fidgety. She acted as if the door step upon which she was sitting was getting hotter and hotter, or as if she had sat down in the path of a colony of busy ants and they were getting in her pants—or something.

As the preacher came to the end of his sermon and slammed shut the Bible he had before him and walked down from the pulpit to receive the hands of the converts that were sure to come to the mourner's bench, the old colored woman could stand it no longer. She jumped up as if she had been catapulted from one of those things they launch from a carrier. She gave about three whirls on the doorstep, pivoting on one foot, and made a lunge that carried her well into the church, shouting all the while "Praise God. Heavenly Days. God bless all you white folks. Dat preacher is a true son of God. You better get right wif yoour Lord," etc. She shouted up one aisle, across the front of the church to the other aisle, and on out the back door of the church onto the grove beyond. As she left the church I found myself standing on the bench so I could see over the heads of the grown-ups, this old lady that had gotten "de spirit" by listening to the white preacher. I was sure she was on her way to heaven right then and there and wouldn't be on the grounds to help serve the dinner that day. But she was, apparently none the worse for her soul-stirring march through the church.

On another occasion, when I was older and larger, a group of young people attended a colored protracted meeting service one night—it was one of our summer entertainments to attend Negro meetings. We hit it just right that night. The old preacher, his wooly head white as snow, poured it into 'em. Those darkies had the spirit, and they turned that church into a bedlam with their shouting and rejoicing. In the crowd with us was a niece who had never before attended one of the colored services. She was hair scared to death, and her eyes were popping with what she was observing. When one old colored woman on the bench directly in front of us was struck by the spirit and raised from her seat chanting, then flung out

both arms, screamed like a "painter cat" and collapsed on the bench, filled to overflowing with religion, it was too much for the niece. She came very near going into hysterics, and we had to get her out of the church and take her home.

Those were good old days, and days that will be remembered as long as I live as if it were only yesterday. Kids of today are missing a lot by not being able to attend the old time protracted meetings, both white and colored.

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"A great heart has no room for the memory of a wrong."

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SCHOOL COSTS

Stanley News And Press

An audit of state school expenditures for the 1944-45 school term, meaning the one which ended last June, provides some interesting figures for consideration by North Carolinians. During the year, the state paid out $38,498,008.53 in operating a nine-months' school program. This was 4.4 per cent larger than the previous year, which is certainly not a large increase in view of conditions.

Of the total amount spent, $31,787,-321.94, or 82.57 per cent, was paid to the 24,323 teachers and principals in the system.

A state-wide school system, financed by the state government, has many advantages, particularly in providing equal educational opportunities for all the children in all sections of the state, but it also has some very serious disadvantages. The most serious disadvantage, to our mind, is the fact that when figures are released they sound very large to the average citizen who concludes that North Carolina is doing all that she can and should in the matter of education.

Thirty-eight million dollars is a great deal of money, but when we divide it by the number of citizens in the state, 3,500,000, we find that we are actually investing a little more than $10 per year per person in education. The average family in the state spends more than its educational quota, on that basis, for things that are actually harmful.

Literally speaking, we are starving our schools and our churches, and because of this, we have no reason to expect that succeeding generations will measure up to their obligations.

JAPS WON'T KNOW WHAT TO DO WITH NEW FREEDOM

Mooresville Enterprise

An American officer predicted that there may be social ferment in Japan as a result of General MacArthur's order to establish complete freedom of speech, thought and action. Colonel Ken R. Dyke, allied chief of civil information and education, expects some intense political activity and possibly violence. But he says that this would be all part of the revolutionary travail which all democratic peoples have undergone during centuries of working toward democracy.

The breathe of freedom has begun to be felt in the Japanese Islands—freedom that was rigidly suppressed during the war by the Japanese so-called thought police. General MacArther has issued a sweeping order clearing away all bars to civil liberaties in the country, and judging by the reaction in the Tokyo press the move is immensely popular among the people. At the same time, however, it's considered probable that the order will lead to drastic political upheavals.

A network correspondent in the Japanese capital (George Folster) has declared in a broadcast that it was the man who is now Premier of Japan who ordered the trial of the Doolittle fliers in October, 1942. According to the radio correspondent, Prince Higa-shi-Kuni, who now heads the Jap government, issued a proclamation after the Doolittle raid ordering the trial of the captured airmen. According to his proclamation, the men, if found guilty of inhuman acts, were to be given the death sentence. It's been confirmed that three of the Doolittle men actually were put to death after a so-called trial.

In Tokyo Bay, one American has been killed and three have been injured by the explosion of an ammunition barge off the port of Yokohoma. Several Japanese also were killed or injured in the blast. The injured were taken to a hospital ship anchored nearby.

The old saying that love will find a way almost proved true for two young Australian married women—but it wasn't quite enough. One of the Australian women is the wife of an American sailor. The two girls stowed away on an American submarine tender when it left the Australian port of Fremanle getting aboard the ship by donning sailor's uniforms. But they could not get away with it for long, and they have been sent back to port aboard a pilot launch.

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Many problems solve themselves if left alone. I suggest that each one take a lesson in the gentle art of keeping coll.—Bailey.

AUTUMN NOT TO END

N. C. Christian Advocate

With the touch of the autumn time on the forests, with the brown creeping slowly across the fields and with the waving plumes of golden rod on every hand, we are apt to concede that the finish is near. In a sense this is true. We are certainly in the midst of the harvest of the early sowings as we gather the yield of the fields, but in the broader sense we are in the time of beginnings.

Even though we have in mind the gathering of the crops resulting from the plantings of the spring and the toilsome labors of the hot summer time, these efforts and successes of the year are but the favorable and necessary preparation for the months ahead. A crop gathering is really the essential preparation for bigger and better crops in the years to come. For no year is lived to itself. This accounts for the failure of the one-year tenant. Before much can be done for the farm tenant, the man who moves from farm to farm every year must be anchored to some local habitation that will enable him to link up with the continunity of the years.

Autumn is really a time of beginnings. The boys and girls on nimble feet, with glee ringing in their voices on their way to and from schools, are truly significant of what goes on all about us. Training, a larger outlook, enthusiasm in the efforts of the days are of the essentials in every line of life. We are all in the all comprehensive school of human endeavor.

The fine and excellent way in which we gather one crop, keeping ever before us all that centers in this as the preparation for the next, marks the autumn as a time of beginnings rather than the end of a period. Especially true is this is our Methodist church work. For both ministers and laymen, the close of the year is really the beginning of bigger and better things. No one of us can finish his work and move on, leaving this present job entirely to some one who is to come after.

Great souls have wills; feeble ones have only wishes. He who has a firm will molds the world to himself.—Goethe.

BOMBS AND CHRISTIANITY

(State Magazine)

One of our subscribers—a woman —writes us an interesting letter in connection with the use of atomic bombs. Among other things, she says: "These bombs are all-devastating. They kill everybody within a wide area—little children, women and the aged and infirm. They destroy the schools, hospitals, churches and homes. How can a country that professes to be Christian use such a terrible weapon?"

Well, to be perfectly frank about the proposition, madam; war and Christianity do not go together. When a country goes to war, the first thing that is done is to take some of the principles of Christianity and place them on the shelf for the time being. If we were all conscientious objectors, we wouldn't get very far in the prosecution of warfare.

Christ said: "Love your enemies, bless them that curse you, do good to them that hate you and pray for them which despitefully use you and persecute you."

Now of course you know that no such doctrine as that can be permitted during war times. If anyone were to try to carry them out, he would be guilty of giving aid and comfort to our enemies and might be shot for treason. So instead of loving our enemies and blessing those who curse you, our slogan is changed to "Give' em hell!"

The atomic bomb is plain murder, to put it frankly. Everyone will agree to that. But you've got to decide one or two things: isn't it better to murder a few thousand Jap women and children and restore the world to peace than to let the war continue and cost the lives of our own men and women in the service?

OXFORD ORPHANAGE HAS RECORD OF 72 YEARS OF SERVICE

Mooresville Enterprise

The Oxford Orphanage at Oxfor, N. C., has a record of 72 years of service to the children of North Carolina. Over five thousand have been cared for and trained. Its graduats and former pupils are in all walks of life and there is no record of a former pupil hoving been convicted and sentenced for committing a major crime in North Carolina. It is the oldest orphanage in the state and receives children other than those of membership of the supporting order.

At the present time less than forty per cent of the population of the orphanage is of Masonic parentage. The home possesses valuable buildings, grounds and equipment and has had

no operating deficit for several years.

The annual budget of the orphanage calls for an expenditure of $170,000.00. This provides shelter, clothing and food, recreation, heat, light, books, school supplies, health program, staff of trained workers, vocational training in several departments, laundry, repairs and upkeep to grounds, building and equipment and erperienced case worker for a family of 308 children.

Superintendent C. K. Proctor announces that liberal gifts are needed this year for operating expenses in order to maintain the home and provide for emergency repairs.

The Oxford Orphanage is more than a philanthropy—it is an investment in the lives of North Carolina boys and girls who would not otherwise have a chance. It pays to the state and its citizenship the high dividends in character and training young people. It is an opportunity today for North Carolina citizens to express in a substantial way their desire to help others.

The orphanages of the state use the Thanksgiving season as an occasion to appeal to the citizens of the state for so much needed assistance. The superintendent of the Oxford Orphanage announces that the home is open for visitors each day and hundreds of North Carolina citizens visit this historic spot every year.

The Oxford Orphanage family gave 230 to the armed services—seven gold stars are on the flag.

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People think that invention is labor saving. It isn't at all; it is labor creating.—Kettering.

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WORLD'S LARGEST PLANT MADE 7 BILLION BULLETS

(The News Herald)

The United States Cartridge Company at St. Louis produced the staggering total of more than seven and a half billions rounds of rifle and machine gun ammunition.

The figure was released with the closing, after three years and nine months of wartime production, of the world's largest plant devoted exclusively to the manufacture of 30 and 50 calibre ammunition.

With a production greater than the total of all ammunition plants in World War I, the 120 million dollar St. Louis plant, was operated by a subsidiary of Olin Industries, Inc., which made other record-breaking wartime contributions in its Winchester and Western Cartridge company divisions.

FRANKLIN'S CALL TO PRAYER AT NATION'S BIRTH HOUR

By Harry Earl Woolever

When this nation was in the birth and the travail seemed too great for human strength, eighty-year-old Benjamin Franklin arose and said:

"Mr. President, I perceive that we are not in condition to pursue this business any further. Our blood is too hot. We indeed seem to feel our own want of political wisdom, since we have been running about in search of it. In this situation of this assembly, groping as it were in the dark to find political truth, and scarce able to distinguish it when presented to us, how has it happened, sir, that we have not hitherto once thought of humbly applying to the Father of lights to illuminate our understandings? In the beginning of the contest with Great Britain when we were sensible to danger, we had daily prayer in this room for divine protection. Our prayers, sir, were heard; and they were graciously answered. All of us who were engaged in the struggle must have observed frequent instances of a superintending Providence in our favor.

"To the kind Providence we owe this happy opportunity of consulting, in peace, on the means of establishing our future national felicity; and have we now forgotten that powerful Friend? Or do we imagine that we no longer need his assistance? I have lived, sir, a long time; and the longer I live the more convincing proofs I see of this truth, that God governs the affairs of men.

"I move, sir, and I am ashamed that it has not been done before, for when we signed the Declaration of Independence we had a chaplain to read the Bible and pray; and I move now that when we meet again we have a chaplin . . . and that we have prayers imploring the assistance of heaven and its blessings on our deliberations."

When Franklin concluded, George Washington obtained the floor and seconded the motion. Three days later the assembly met in prayer and from it issued the Constitution, pronounced by Gladstone "the greatest state document of all Christian ages."

Does one need to draw a parallel in our national life today in the rebirth of the world since the great war? So critical are the issues, demonstrating so insistantly the need of a renewal of that former leadership, that the hearts of thousands are saying, "Page Franklin and Washington!" Why? Because in the middle of plenty, the people of the nation are depressed. God granted abundance to this people, but we did not stand the test. In enjoying an environment of material advantages such as human beings never knew before, we lost our vision, our sense of God in our living and in our hearts. While millions among our citizens suffer amid national abundance and the suicide rates exceed all records, a blind Congress tries to heal the hurt of the nation, by raising taxes, cutting expenditures, saving banks, and making loans of

currency. Adjusting dollars instead of turning to God to cleanse our hearts and lead us out of the wilderness! For in the hearts of many modern Americans there is no contact which responds to an appeal such as Benjamin Franklin made to our early Americans for a petition to Almighty God.

The superior man is slow in his words and earnest in his conduct.

JOE HARRIS AND OTHER G I JOE'S

(N. C. Christian Advocate)

On July 24, 1945, a telegram came from the Navy stating; "A careful review of all facts relating to Joseph Crayton Harris who was reported missing May 25 leads to the conclusion he lost his life as result of enemy action on May 25, 1945."

On July 24 a letter came from the senior surviving officer of the ship Joe was on—LSM 135. I quote from his letter: "The ship was operating in the Okinawa area, and on the morning of May 25, 1945, was ordered to the aid of a nearby ship that had been attacked by enemy aircraft. We had picked up the survivors when we received hits and were forced to abandon ship. At the time the ship was hit Joe was in that part of the ship known as the forward crew's compartment. That compartment received the full force of the hit and all the men in that area were killed instanly. Due to the time that has elasped there can be no hope for Joe's survival. Joe was very well liked by all of us. He was quiet and reserved in his manner. Whenever he would say something, however, it was a remark well worth remembering, for he had a keen sense of humor. He always co-operated willingly in anything that had to be done and say "Yes" in that pleasant southern drawl that was typical of him. Joe was proud of his family, his home and his country. He will always be remembered as a fine person and a real friend."

I turn from the above quotation to the words of Job. Job said, "The Lord gave, and the Lord hath taken away; blessed be the name of the Lord." I cannot say all of that with Job. I can say, the Lord gave, and blessed be the name of the Lord. But I cannot say, the Lord hath taken away. The Lord gave and blundering, selfish statesmen have taken away. Joe was not just a casualty of the Japanese. He was a casualty of a world-wide, blundering, selfish statesmanship, diplomacy, and power politics which have cut short the lives of ten of thousands of other GI Joes.

The good life Joe lived has made an everlasting impression on me. If we cannot find him in the Pacfic, we can find him in a land where people live in peace.

WISE WORDS FROM OUR STATE PRISON

North Carolina Christian Advocate

If I want to see the disastrous effect of sin upon the lives of young men, all I have to do is walk through the prison and I see many examples. Many of them could have been, and would have been, different if their characters had been built a little stronger. They were attracted by some fanciful idea of sin, and following that idea, they met defeat in the thing that looked so very attractive at the time they embraced it.

This morning I talked with a young man of Italian parents—raised a Catholic. His home is in one of the northern states. His people are respectable in the community where they live, and his father is a devout man. He has many of the finer traits of character. He is approachable and one is impressed with his personality. He was drafted into the army and while in our state he embraced a sinful idea, and fell in defeat. He will yet recover from that blunder which sent him to prison.

As I talked to him I thought of thousands of other young men, ranging from the ages of 16 to 25 years, who are dangerously embracing some fanciful, fascinating ideas of sin that are current in the minds of many persons. Will they fall in defeat? Will the church be able to catch their attention and attract them and instruct them before they fall and avoid another personality catastrophe? Can the church take the battle against sinful thinking out where sinful thinking is more in abundance, and fight righteous thinking against sinful thinking, until sinful thoughts and ideas lie defeated. Can the church reveal evil thinking and evil thoughts in the light of the teachings of Jesus until each young person learns evil thoughts and ideas in their true characters, and avoid these?

I attended a movie recently. Social drinking of alcoholic beverages was the outstanding characteristic of the picture. It was, in the picture, portrayed as a harmless, fascinating, pleasant adventure, experience. It is associated with love, romance, adventure, achievement, fun, marriage, home making, friendship, and it was done in such a beautiful and attractive manner, that one could easily be deceived into thinking that one would add to his own happiness and personality if he adopted the pratice of drinking alcoholic beverages. Visual education is said to be forty per cent more effective than vocal education. Can the church meet that problem and reveal the use of alcoholic beverage with all its danger?

Every one regrect the fact that sexual relations—sex cohabitation—is frequent and bold and often unembarrassed in our social structure. More and more in the minds of many persons adultery is not considered a thing that is so terribly degardind and sinful. Can the church meet that problem and reveal that wrong in the true light and teach persons, young and old, to live clean, pure, beautiful lives? (It must be said that many persons do

live clean, pure lives, and they cling to the commandment of God.)

The task of the church is one of attracting the multitudes of folk not now attracted and not now receiving the moral and spiritual training that the church has to offer. How can that be done? The church cannot sacrifice even one principle, the church cannot adopt the devices of the sinful world to make herself attractive, yet it is the task of the church to make Christ attractive—more attractive than any worldly attraction—and to make the Christian character and godly wisdom more to be desired than all worldliness. There is a battle for supremacy now being fought—Christian Thoughts vs. Worldly Thoughts. Where do I stand, where do you stand, where are others standing, and which will win and is winning at present?

WORRY BORN OF FEAR

North Carolina Christian Advocate

Fear of life, fear of death, fear of eternity haunt the footsteps of our humanity. This is the common lot of our humanity on the long, weary road of life. Many know nothing but worry all their born days—a worry born of fear. Not strange is it that the Bible, our book of religion, is full of the injunction, "fear not," and that our Saviour set himself to the effort of saving men from worry and fear?

In our boyhood days we knew no such a thing as fear except that incident to a lonely road in the dense woods on a dark night or the terrors that lingered about a "haunted graveyard;" but, with the passing of years and the increasing perplexities of life, we came to know the worry born of fear. Think of the trageties for so many these last years! Men fearful of the issues of life have ended it all. Fearful misgiving and suicides have left dismay all about us. Fear still freezes the heart of many; worry slays its thousands.

Oh, those lurking fears that torment so many with worry and killing anxiety! As we write, there comes before us the vision of a man and his wife, with no children or other dependents, favored with an abundance of worldly goods who passed their anxious days and nights harrassed by the fear of coming down to the end "with nothing to go on." Earth is filled with such who are sure that the world is going to smash—especially their own little world. Others fear the ills that lie beyond and they are terribly troubled about the hour and article of death.

Work kills but few. It is the worry born of fear that plays havoc with our humanity. Even many who claim to follow the Christ are not free from worry born of fear. How poorly they have learned of him who does remove the fear of life and of death and of all that lies beyond. He saves us not from all sorrow and pain and death, but he does give us the victory over these.

MORE EDUCATION, LESS THEORY

(The Catawba News-Enterprise)

The News-Enterprise has long contended that the first requisite of a good teacher is to know the subject that is to be taught. Without a knowledge of the subject all theory and pedagogy is nothing but bunk.

Speaking before the Durham County Teachers' association recently Dr. Edward Knight. of the University of North Carolina had the following to say:

The most pressing educational need in North Carolina today is for teachers, principals and superintendents who are men and women of broad and generous education who can hold their own with the best educated people in their communities.

If the future historian looks in vain in the present period for those qualities of educational leadership which in other periods set this state ablaze in behalf of better teaching, he will find a large part of the explanation in the fact that the state requires an emphasis upon narrow pedagogical subjects so heavy as to discourage a healthy quota of promising young men and women from entering upon educational work.

Signs of public impatience with the conditions surrounding the training and certification of teachers, principals and superintendents are already appearing and when protests from the taxpayers become more vigorous perhaps the legislature and other governing authorities may take a hand and demand that more common sense be used by teacher-educational institutions and state certificating agencies.

Many of the things we now do in teacher-education would not be permitted in legal, medical or engineering education. Too many of our teachers, principals and superintendents are being required to get a superficial knowledge of many vague pedagogical things without a thorough knowledge of the things that really count in education. This is not the fault of these educational workers; it lies in the defective system under which they must get certificated.

Recent trends in our school system has been to pass over the subjects lightly, and by means of elective subjects many students select those requiring least effort with the result when they have graduated from high school that they have received very little in the way of education. The result is that many of these students when entering better colleges find that they are unprepared to compete, become discouraged and stop school altogether or drift into smaller schools.

———:———

A man may fail many times, but he isn't a failure until he begins to blame somebody else.—John Burroughs.

THE NEED FOR MILITANT CHRISTINITY

Watchman—Examiner

From the inception of this hour, the Christian religion has never been able to sustain itself by means of acquiescent or ironic disposition toward all of that to which it is opposed. At its beginning, Christianity burst on the world like the creation of a new orb. It was at once the cause of amazement and delight. It swept over the civilized world like the rays of the ascending sun. Its faith broke into the darkness of the world, revealing truths hitherto hidden from mankind.

From the moment that it came into the glare of world publicity, Christianity has been made the subject of interrogation, investigation, and of irrational incredulity. Had the Christain faith no enduring content, it would not have survived the generation of its proclamation. No religion ever dawned upon this world faced with greater and more powerful opposition. No religion that ever received popularity among mankind ever suffered more constant threat of corruption and death by internal forces than has Christianity. Beset by forces without and heresy within, it has survived only by the favor of the omnipotent God, who, in Christ, is at once the Author and the Finisher of the faith.

During the second century, Justin Martyr, Anthenagoras, Terullian, and Minucius Felix defended Christianity from the charges brought against it by Jews and pagans. During the two following centuries, we have the affirmations of Origen, Arnobius, Lactantius, Euesbius, Cyril, and Augustine who, in turn, respectively vindicated the truth from wide-sweeping misappresensions and misinterpretations. They proved the Christian faith to be philosophical and reasonable. They elevated it above all man-made theologies and philosophies and proved it to be wonderfully adapted to promote the temporal well-being the commonwealth and the eternal salvation of the soul.

From those early centuries to this hour, Christianity has been under attack, occasionally being submerged by pagan world forces and philosophies, but ever and again emerging as "the light of the world," like the shining sunbeam on a countryside from which the mists have been dispersed. Out of the infidelity which prevailed and was so widely spread one hundred years and more ago came a better day of more radiant light. Spiritual forces were released upon the world through inspired and divinely led personalities. The succeeding generations saw infidelity thrown into the discard. New examples of prayer achievement, missionary, expansion, and theological culture blessed the succeeding generations of the nineteenth century.

———:———

Of all the things you wear, your expression is the most important.

NEWS OF FORMER STUDENTS

We noticed in a recent issue of the Charlotte Observer the name of Sgt. Earl Irby of Charlotte, who had landed in Boston from the European Theatre of Operations. It is supposed he is the same Earl that was here a good many years ago and left Oct. 18, 1932. About a year ago his picture, along with a group of other Charlotte boys, was carried in the Observer and at that time he was in Italy.

When here ,Earl was in Cottage No. 14. He is thirty years of age.

We were glad to hear of Earl and we hope he has stood the strain of war fine.

—:—

Elmer Talbert came over from Albemarle one day last week to call on old friends. We were glad to see him.

He had just recently received his discharged from the Army where he had served for about three years. Elmer spent a good portion of the time he was in service in the European Theatre of War. Elmer was with the Sixth Corps attached to the Seventh Army and experienced quite a bit of combat duty.

Elmer was in No. 5 cottage while here and worked most of the time with Mr. Scarboro in the Shoe repair, plumbing, and tin departments. He letf here Aug. 1, 1940 and is now twenty-two and one half years old.

—:—

Leroy Owens of High Point stopped in a week or two ago to call on friends. He left the School March 1, 1932, and is now 29 years old. He is married and has a child.

Leroy received a Medical Discharge from the Army last December after serving four years in the service, of which eighteen or twenty months were spent overseas. He was sent to Africa in 1943, then to Sicily and finally to Italy. While in Italy, Leroy said he was shot in the leg by a snipper. He later developed a heart ailment and then was returned to the States in 1944.

Leroy said he volunteered for service in Nov. 1940 with the idea that he would get his twelve months compulsory military training completed and get back into civilian life but about the time he was scheduled to get out of service other things happened and he soon found himself really in the Army.

We were glad to see Leroy as it had been quite a few years since he visited the School.

—:—

We received a letter from Harold Walsh this week. He has been back in the States for about a week.

Harold has been in service about three years and has spent the last eighteen months in England. He has written regularly and has always shown a keen interest in the School and especially the Dairy since he worked there while a boy here several years ago. He left here Sept. 29, 1938.

The first fifteen months in service was spent at Moore General Hospital, Swannanoa, N. C. not as a patient but was assigned to that unit.

Harold was very much saddened to learn upon his arrival home that his two year old child had died about a week before that. Our sympathy goes

out to Harold and Mrs. Walsh in the loss of their child.

Harold thinks he will soon receive a discharge from the Army. He is 23 years old.

—:—

We were delighted a few days ago to see in the casualty list the name of one of our former boys, David Odom of Goldsboro, who had been liberated from a War Prisoner Camp in Japan. David was captured by the Japs at the fall of Corregidor and had been in several camps during the three and one half years he had been held as a prisoner. Only a few months ago a Wayne County service man who was stationed on Okinawa heard through a Jap Radio broadcast a message that David Odom of Goldsboro was there and that he wished his relatives and friends to know he was all right.

David was in Cottage No. 5 when here and worked in the house part of the time and carpenter shop the remainder. He left here Oct. 5, 1937, and is 25 years old.

We hope that David will soon be home with relatives, if he had not already reached home.

———:———

The value of an idea has nothing whatever to do with the sincerity of the man who expresses it.

———:———

FACTS ABOUT THE BIBLE

Selected

The Bible contains 3,566,480 letters: 773,693 words; 31,103 numerals; 1,189 chapters; 66 books.

The longest chapter is 199 Psalm.

The shortest chapter is 117 Psalm.

The medium verse is the 8th verse of chapter 118 of the Psalm.

The longest name is in the 8th chapter of Isaiah.

The word "and" is written in the Bible 46,277 times.

The word "God" is written in the Bible 1855 times.

The longest verse in the Bible is the 9th verse of the 8th chapter of Esther.

The shortest verse is the 35th in chapter 11 of John.

The first verse of the 7th chapter of Ezra contains all the letters of the English alphabet.

The most beautiful chapter for reading is the 26th chapter of the Acts.

The word "God" is never mentioned in the book of Esther.

The Holy Book in general contains wisdom, holiness and love.

SUNDAY SERVICE AT THE SCHOOL

For the Sunday afternoon servises last Sunday at the school Rev. H. F. Goodwin, pastor of the Kerr St. Baptist Church, was the guest preacher. This was Mr. Goodwin's first message to the boys, and he brought a very interesting and inspiring message, for which all of us were most grateful.

Mr. Goodwin read a selection of Scripture from the twentieth chapter of John II, beginning with the twenty-first and reading through the twenty-ninth verses. He used as a topic for his message "The Hands of Jesus."

The speaker reviewed the incident after the resurrection of Jesus when there was doubt in the minds of some as to whether or not Christ had actually risen from the dead, and was alive again. It was explained that Thomas in particular was among those who declared that he did not believe that Chrst had actually arisen, and that he would have to put his hands into the nail-prints of the Master before he would actually be convinced. Some eight days later, it was explained, when Jesus was present among his disciples, He offered Thomas the opportunity of putting his hands into his side and finding the marks of the spears. While it is not known whether or not Thomas actually did this, it is explained in the Scriptures that when he was convinced he exclaimed, "My Lord and my God."

Mr. Goodwin emphasized several points in his sermon as follows: First, the hands of Jesus were described as being natural human hands. It was explained that Jesus had come into the world and lived among his fellow men and was among them teaching and talking with them. At times he was thirsty and tired. At times he wept with sorrow because of his human sympathies. It was explained that the human in Jesus always accompanied the divine element.

In the second place, it was explained that the hands of Jesus were really the hands of a working man. As a boy he worked and lived in his father's home as a skilled carpenter. It was explained that there is a legend that Jesus was so skilled as a carpenter that all those who could brought their work to him. Whether this is true is not known, but it is certain that he did not spend his boyhood life in idleness. Since he was a working man he understood and understands today the cares and worries of those who work.

In the third place, it was explained that the hands of Jesus were sinless hands. He never at any time used them in evil activities. There was a time when he used his hands and with lashes drove thieves and robbers out of the temple. This might have appeared to be an un-Christlike thing to do, but it was because of his righteous indignation. Always his hands were clean.

In the fourth place, Mr. Goodwin explained that Christ used His hands in doing many goods deeds. With the outstreached hands He cleansed lepers, unstopped the ears of the deaf, opened the eyes of the blind, blessed and broke the bread in order to feed the multitudes. With His upraised hands He opened the coffin in which Lazarus lay in death, and raised the young man from the dead. With his

hands he took little children in His arms and blessed them.

Finally, it was explained that the hands of Jesus were really the hands of a Savior, with divine power to save. Even today he reaches forth His hands to lift up the fallen and to plant the feet of those who are in sin on a firm foundation. With His power He is forever keeping people from doing evil, for when men today are tempted to do wrong they remember that Jesus has the power to keep them from sin if they accept Him by faith as their Savior.

BIRTHDAYS

In The Uplift, we plan to annouce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of October 21, 1945

October 21—William Speaks, Cottage 16, 15th birthday.
October 21—James Christy, Cottage 3, 13th birthday.
October 22—Eugene Grice, Cottage 4, 14th birthday.
October 22—A. J. McCraw, Cottage 1, 16th birthday.
October 23—John C. Taylor, Cottage 11, 14th birthday.
October 24—William Doss, Cottage 1, 14th birthday.
October 24—Albert Ray Shore, Cottage 11, 16th birthday.
October 25—Lester Ingle, Cottage 6, 11th birthday.
October 25—Jack Gentry, Cottage 11, 16 birthday.
October 26—Curtis House, Cottage 13, 15 birthday.
October 27—Robert Summersett, Cottage 15, 14th birthday.
October 27—Robert Albert Allen, Cottage 9, 15th birthday.
October 27—Lawrence Littlejohn, Cottage 3, 14th birthday.

COTTAGE HONOR ROLL

Week Ending October 14, 1945

RECEIVING COTTAGE

Thomas Brantly
Claude Bridges
George Bridges
Samuel Dill
Harry Matthews
James Perkins
Charles Reeves
William Speaks

COTTAGE No. 1

J. C. Alley
Lyndon Barnett
William Britt
George Cox
Horace Collins
Worth Craven
William Doss
Thomas Everhardt
Jack Lambert
Harry Thompson
Benson Wilkins

COTTAGE No. 2

Harvey Arnett
Louie Ashe
Walter Byrd
Hanie Cothrin
Gerald Johnson
Donald Kirk
Chester Lee
William McVicker
Hayes Powell
William Phillips
Van Roberinson
Russell Seagle
Donald Stack
Fred Coats
Robert Owens

COTTAGE No. 3

James Arrowood
Eugene Bowers
Joseph Case
Thomas Childress
James Christy
Hugh Cornwell
Talmadge Duncan
Lindsay Eller
Jesse Hamlin
Robert Helms
Robert Jarvis
Emory King
Robert Lee
James Maloney
Donald Redwine
Clifton Rhodes
Kenneth Staley
Thomas Staley
Paul Wolfe
Clyde Wright

COTTAGE No. 4

William Arrington
Paul Carpenter
Eugene Grice
James Hill
Roy Miller
James Parker
Leroy Pate
Ernest Turner
Richard Johnson
John Linville

COTTAGE No. 5

Sterling Farrow
Charles Gibson
Connie Hill
Robert Wilkins

COTTAGE No. 6

Coy Creakman
Richard Davidson
William Hawkins
Keith Futch
Nolan Morrison
Jerry Oaks
Leroy Wilkins
James Walters

COTTAGE No. 7

Carlos Faircloth
Ralph Gibson
William Hamilton
Robert Shephard
Claywood Sparrow
Ruben Vester

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

(Cottage Closed)

COTTAGE No. 10
(No Honor Roll)

COTTAGE No. 11
Donald Bowden
Charles Bryrant
James Cartrette
Robert Elder
William Faircloth
Jack Gentry
Alvin Hilton
James Holeman
Thomas Hyder
David Isenhour
Lee Lockerby
Arlon McLean
Kenneth McLean
Robert Phillips
Alvin Porter
Leon Rose
J. C. Rhodes
Ralph Tew
Martin Walters
Jack Wilkins

COTTAGE No. 12
(Cottage Closed)

COTTAGE No. 13
Fred Boston
William Black

COTTAGE No. 14
William Lerschell
Lawrence Owens
John Roberts
Jerry Smith
J. H. Smith
James Spence
Thomas Wansley

COTTAGE No. 15
William Best
William Correll
Jack Crump
Henry Coffey
Alvin Fox
Jack Greene
Howard Herman
Marcus Heifner
Carl Ransom
Robert Rivenbark
Charles Stephenson
Elzo Fulk
Ralph Stewart

INDIAN COTTAGE
Tom Chavis
Donald Hunt
Lacy Jacobs
Clyde Locklear
Weldon Locklear

INFIRMARY
(No Honor Roll)

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Our destiny depends upon whether we are just receivers, or givers in life. To which class do you belong?

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OCT 30 1945

THE UPLIFT

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COURAGE

Courage! What if the snows are deep,
And what if the hills are long and steep
And the days are short and the nights are long.
And the good are weak and the bad are strong.
Courage! The snow is a field of play,
And the longest hill has a well-worn way.
There are songs that shorten the longest night;
There's a day when wrong shall be ruled by right.
So courage! Courage! 'Tis never so far
From a plodded path to a shining star.

—Selected.

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S. G. HAWFIELD, Editor **LEON GODOWN, Printing Instructor**

THE OPEN ROAD AHEAD

It stretches before you. It invites you to travel it—this open road. It leads into your future. It will take you to the opportunities of your dreams. It is an interesting road and not monotonous. There may be some hills to climb; possibly there may be some rough spots, but mainly it is a pleasant road for those who wish to look for its beauty and who seek its opportunities. It leads to success, but many stop along this road before reaching their destination.

You like to draw, to paint, to design. It is natural for you to appreciate the beautiful. You know there is a future in the field of art or designing for those who prepare themselves. Will you invest or will you waste the spare moments that can be easily thrown away—yet they mean so much when used to develop ability. Are you willing to study, to practice, to be shown the way to do things in order that you may travel the road to success? A year from now, will you look back upon something worthwhile accomplished, or merely upon moments wasted?

One man goes and another stays,
Another works, and another prays.
Some strive and win, some fail, 'tis said,
Yet before them all is the road ahead.
On through the years, bringing joys and tears
It stretches ahead.
Some travel spurred by the vision clear,
And some stand still because they fear,
While the Open Road stretches on ahead.

—From Commercial Art

NAVY DAY

On October 27th of each year the American people observe Navy Day with appropriate celebrations throughout the nation. This date has been designated as Navy Day because it is the birthday of former President Theodore Roosevelt, through whose influence and

untiring efforts our Navy was greatly expanded in all departments and brought to a level of efficiency which has made it the pride of the American people.

This year, following the greatest naval victories in all history, the American people have more justification for an enthusiastic celebration than ever before, and they may take pardonable pride in the grand achievements of our naval forces. In the recent war against Axis forces, including both the Germans and the Japanese, the American Navy was called upon for greater activity than it ever faced in previous wars, and it acquitted itself with great honor and distinction. We have our naval heroes just as we have our army heroes. In the recent struggle the naval forces were called upon for both offensive and defensive warfare. On the defense, they represented our first line of defense, and on the offensive they carried the combat into the very midst of the forts and forces of the enemy.

It is intended that in the celebrations this year on Navy Day appropriate tributes may be paid to the men of the Navy, and that the youth of the land may be given proper appraisal of all the Navy has done and is capable of doing in the future towards the security of the American nation. Today the American Navy ranks as the foremost navy of all history and all times. It is, in fact, the mistress of the sea.

When the invasion of Europe was planned as a part of the master strategy of warfare, it was evident to all that the navy would be called upon to deliver the equipment and armed forces of the Allied nations somewhere on the shores of the European continent. On June 6, 1943, through the greatest mobilization of naval power of all history, including every type of sea-going craft, the navies of the Allied nations began to deliver the invasion forces on the beaches of Normandy, and they did it in the face of the fact that the haughty Nazi forces had dared them to make the attempt. The Germans boasted of impregnable fortifications and declared that any invasion forces would be crushed immediately. However, the Allied naval forces were so well equipped and were in such overpowering numbers that the invasion was irresistible and invincible. On that day, and throughout the days of World War II, the navy played a very conspicuous part.

On December 7, 1941 the Navy of the United States suffered a devastating attack at Pearl Harbor. This was at the hands of the treacherous forces of the Japanese nation. A great portion of the United States Navy was rendered impotent and helpless, and for several months no naval offensive was possible. In this connection, it should be stated in fairness that if the Japanese forces could have found it possible they would have attempted a sneak attack upon the Army of the United States instead of the Navy, but the attack came as it did because Japan was seeking to extend her control over the seas as a naval power. The attack at Pearl Harbor served forcefully to awaken the American people to the grave danger which faced them, and the need for greatly expanding the naval forces. Under the leadership of President Franklin D. Roosevelt and Secretary of the Navy Frank Knox, the Navy of the United States was rapidly expanded, until, in the closing days of the war, it moved relentlessly towards the final and complete destruction of the navies of Germany, Italy and finally of Japan.

In the days of Queen Elizabeth of Great Britian, Sir Walter Raleigh said: "Whosoever commands the sea commands the trade, and whosoever commands the trade of the world commands the riches of the world, and consequently the world itself."

At another time Gladstone, the great Englishman, said; "The Royal Navy of England has ever been its greatest defense and ornament, its ancient and natural strength; the floating bulwark of the island."

It is probably true that there is no other nation in all the world, except Great Britain, that so urgently needs the protecting forces of a powerful navy so much as does the United States. It has exposed shorelines on both oceans, and also the Gulf of Mexico. Our borders are subject to attack from the sea on many miles of shoreline, and in the days of modern warfare there is no great security in the fact that we are separated from possible warring nations of other parts of the world by great oceans. In the future if we are to be secure, we must continue to maintain and operate a large and efficient navy, equipped with all the modern implements of naval warfare.

One sometimes thinks of the navy in terms of 40,000 or 50,000-ton

battleships alone, but it is far more than this. In the words of one of the best authorities, "The sea power of a nation may be said to include all its means for contesting the control of the sea. It includes the battlefleets and their auxiliary cruisers, destroyers, submarines, aircraft, also naval bases and stations, fortified and naturally protected harbors, coast defenses, the Merchant Marines—in short, everything that the country possesses that may be useful, directly or indirectly to naval warfare."

Thus we notice that sea power includes ships and equipment, supplies and trained men to operate the navy. The strength of the navy is frequently measured in terms of the number of ships of various classes which it possesses, and the size of its naval guns, but in fact such estimations often are at fault because they do not take into consideration "the man behind the gun." The men of the navy are the most highly trained body of men in their country's service. The marksmanship of the men of the American Navy in the recent war, on numerous occasions, proved to be the deciding factor. Of course, their marksmanship was always accompanied by their bravery and their courage.

The effectiveness of any type of naval craft can be determined only by the expert officials of the navy. However, in the battles of the Coral Sea and Midway Island in 1942, between the Japanese and the United States fleets, the aircraft carrier was much more important than the battle ship. In both of these United States victories the opposing fleets were never within firing distance of each other. Practically all the firing was between planes and smaller ships or among the planes themselves. The side with the greatest air power won, and the air power was determined by the number and size of aircraft carriers and the nearness of land bases.

Among the names that will always be immortal in the naval history of the United States the following stand out as being leaders of great fame and distinction: John Paul Jones, Stephen Decatur, Oliver Hazard Perry, David Farragut, George Dewey, Richmond Pearson Hobson, Theodore Roosevelt, Willias S. Simms, Josephus Daniels, Franklin D. Roosevelt, Frank Knok, William Halsey, Chester Nimitz, and Ernest King.

Throughout its entire illustrious history the Navy of the United

States has enjoyed the reputation of being bold and aggressive. It has been distinguished for the fact that the fighting has been carried to the enemy. Perhaps the words which have best expressed the motto of the Navy throughout all the years are those that were proclaimed by Commodore Perry, as follows: "We have met the enemy and they are ours."

In the War of 1812 during the battle of Lake Erie on September 10, 1813, Commodore Perry forced an entire British Squadron to surrender. It was the first time in history that England had lost an entire squadron. Following this, Perry sent to General William Henery Harrison, military commander in the west, his famous message, "We have met the enemy and they are ours."

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PLAYGROUND EQUIPMENT REPLACED AND IN CONSTANT USE

The playground equipment, which has recently been moved from the old athletic field to a place on the school grounds, has been erected at the new place, and the swings, slides and other features of the equipment are in constant use. This equipment is now available for the boys at the school during their recreation periods, and so situated that the little boys from Cottages 6 and 7 can have access to it over the weekends.

Already the boys have been greatly enjoying this equipment. Where it was situated before it was used very little and was not kept in proper repair, but under the present circumstances it is possible to supervise it and keep it in good, usable condition. While the big boys will use the equipment some, it is primarily suited to the needs of the small boys. All the boys are cautioned to take good care of the equipment and be very careful to see that no boy receives an injury while he is using it.

Mr. Frank Liske and his boys from the bakery have been very helpful in putting the finishing touches to the necessary repair work. They have had many detailed things to do, and they have kept faithfully at the job until it has been practically finished. The boys from this department will be used to help keep the playground equipment in good repair in the future.

HOG PASTURE FENCES BEING REPAIRED

Under the direction of Mr. A. L. Carriker and Mr. Paul Cruse, the boys of the carpenter shop department are in the process of repairing all the fences around the hog pastures at the school. The old fences, which were made of plank boards, had decayed and became so weak that they were unsuitable for keeping the hogs in the proper places. These fences had been in use for a good many years and had been repaired from time to time. In view of their long use they had given satisfactory service.

In the present repair project we are now using American hog wire and several strands of barbed wire. These wires are being fastened to cedar posts, which should last for many years. It is believed that the two types of wire now being used will make the fences much more secure, and that the hogs can be kept in their proper places.

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COTTAGE NUMBER NINE RECONDITIONED

The carpenter shop department of the school has recently given No. 9 Cottage a complete renovation job. On this project Mr. Carriker and his boys sanded and refinished the floors, repainted the walls and ceilings throughout most of the cottage, and made the necessary repairs to the woodwork throughout. In the kitchen the floors were covered with inlaid linoleum.

It had been some time since the cottage had been given an overhauling job, and now this is one of the most attractive cottages at the school on the inside.

Mr. and Mrs. Paul Cruse are in charge of the cottage as officer and matron. The school is delighted to welcome these people to the work here, and we hope they are going to find the work pleasant.

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POTATO CANNING PROJECT

Recently the boys at the school harvested our sweet potatoes. In all, the production amounted to about 2,000 bushels. The potato

curing house was filled to capacity and these potatoes will be used throughout the winter months.

In the harvesting process a good many potatoes were injured and some were unsuitable for storage. It was decided to can such potatoes so that they could be kept and used as needed. In this project the school canned approximately 2,000 gallons. Later on it will be possible to use these canned potatoes in making potato pies in the school bakery, and it is believed that this process is a good way to save these potatoes.

BIRTHDAYS

In The Uplift, we plan to annouce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of October 28, 1945

October 28—Charles Edward Morgan, Cottage No. 11, 16th birthday.
October 31—James Eller, Cottage No. 9, 14th birthday.
November 1—Donald Ray Hunt, Indian Cottage, 17th birthday.
November 1—Jack Green, Cottage No. 15, 16th birthday.
November 1—Lee R. C. Combs, Cottage No. 9, 15th birthday.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Weiner Roast

By Jack Gentry, 9th Grade

On Saturday, October 20th, the boys of Cottage No. 11, under the supervision of Mr. H. L. Rouse, enjoyed a fine weiner roast over in the Training School pasture.

Mr. and Mrs. Hawfield and their daughter-in-law, Mrs. Harold Hawfield, were special guests.

Mr. Frank Liske and the bakery boys made the rolls. Mrs. Rouse secured the mustard from the storeroom. She made the slaw by a new recipe. Mr. T. R. Adams, officer in charge of the Receiving Cottage, loaned us the sticks on which to roast the weiners.

All of the boys of Cottage No. 11 enjoyed this fine occasion. We would like to take this opportunity to thank Mr. and Mrs. Rouse for making it possible.

Companionship

By Harvey Leonard, 9th Grade

A man hates to be alone. He craves companionship. A person likes to go off into the woods and be alone with nature for a while, knowing that all of his friends are nearby and that he could reach them in a very short time. Daniel Boone, who loved the wilderness, was glad to get home on short intervals and soon took his wife and children to Kentucky with him. We would hate to be like Robinson Crusoe and to be forced to live as he did. A person who is unable to reach people will make friends with uncultured savages.

Companionship is more than physical nearness. A stranger on a crowded city street feels isolated and lonesome because he knows no one. Sometimes the first day or week of school seems undesirable to certain pupils because social ties have not developed to give them the satisfaction which springs from companionship. Too often a boy or girl drops out of school the first week who would like it very much if they stayed on and got acquainted with the other pupils and their school work. One ought to allow time for the right relationships to develop before taking such an important step. When the right relationships have developed, it is more enjoyable to cooperate in getting an education than to be alone.

A feeling of closeness is necessary before companionship is present. This sometimes develops without physical nearness. Boys and girls in organizations may feel a kind of companionship when they have not been within a thousand miles of one another.

Living together has something to do with the development of the body. The contentment and happiness which comes from wholesome association have a good effect on the body, Then, too, we are apt to take care of our body because our companions are near to note our appearance. If we associate with people who seldom use their minds for good thinking, we, too, will soon become lazy mentally and leave our mental talents unused. But if we associate with companions who are mentally alive and alert, the tendency will be for us to develop our mental

capacity so that we can speak on the same level with our companions.

We know that it is better to be good-natured than to be quarrelsome. The good that comes from being good-natured and the evil that comes from being quarrelsome have been shown in so many communities that we have learned in this way that one is better than the other.

We learn in life together what some of the best moral rules are, and that we must observe these rules if we are going to play the game of life successfully. We learn that some forms are helpful and some are harmful. Much of our personality depends on social contact, so if we did not have community life we could not develop the strong character we would like to have. We could not grow to be the strong men or women that each of us wants to become.

Items of Interest

By Gerald Johnson and Arlon McLean

Recently the third grade boys have been decorating their room for Hallowe'en with pictures of Jack O'Lanterns, blach cats and owls. They have also been learning Thanksgiving songs. Some of the pictures which they have drawn will be used to decorate the library.

Mrs. Morrison, the second grade teacher, and her boys are very busy now. They are washing their windows, having their curtains laundered, polishing the woodwork and mopping the floor. They have also drawn black cats, witches and Jack O'Lanterns.

So far the only boy who has gone home this week was Leonard McAdams. He returned to his home in Burlington.

Recently, Mr. Hawfield, Mr. Liske and the bakery boys finished putting up the swings on the playground. It is a good sight to see the boys swinging and enjoying the great outdoors.

Mr. Godown, our printing instructor, has returned from his trip to New Jersey and New York. He brought back with him several novelties and tricks for the amusement of the boys. He stated that he enjoyed his trip very much.

Appreciation of the Living World

By Barney Mills, 9th Grade

After studying in our science class for a few weeks we are closing a unit in our General Science on "The Living World." We have learned to appreciate living things.

We have learned that a worm is not always a worm, but that some day that old ugly worm without a brain, without a skeleton, will be a beautiful butterfly or moth, either helpful or harmful.

We have learned that all animals are not equal in life. Some are higher in life than others. The snake is higher in life than a fish or a bug.

We learned that a fish cannot breathe out of water because it does not have lungs, but gills.

We appreciate nature much better and we also appreciate our teacher's help. If we can open our eyes and look about us we can see some of the great works of nature. If we knew what makes a flower a flower, we would have one of God's secrets.

New Boys Enter School

By Thomas Cottrell, 9th Grade

Recently the Training School has received eight new boys. They are as follows: Elza Fulk, Ray Wooten, Wilton Wiggins, Harold Kernodle, William McVictor, Donald Carter, Harvey Purdy and Frank Belk. These boys were placed in the school rooms to which they were best suited. We hope that they may have a very profitable stay at the School. I am sure that the teachers, officers and also the older boys will help them to start a good record.

B. T. U.—Intermediate Group

By Jack Gentry, 9th Grade

We assembled in the auditorium last Sunday afternoon, where we opened our meeting with a short prayer by Mr. Puckett, after which we sang a song entitled "Blest be the Tie that Binds." Harry Thompson led a short prayer, after which Mr. Puckett gave a short talk on the subject, "The Great Physician." Our next song was "Somebody did a Golden Deed." We were then dismissed for our classes.

Mr. Puckett was in charge of our group. The subject of our lesson for this Sunday was "Myself and I." It consisted of five parts, as follows: "I Have to Live with Myself," by Charles Shore; "Aiming High," by Hilton Reed; "Taking Advice," by Robert Lee; "Taking Advantage of Opportunities," by Jack Gentry; and "Developing Convictions," by Gerald Johnson.

Mr. Puckett then gave us some important and interesting facts about the Bible. Robert Summersett dismissed us with a short prayer.

Radio Station WEGO

By Thomas Wansley, 9th Grade

Our radio program last Tuesday morning was on science. Under the supervision of Mrs. Baucom., some ninth grade boys told some interesting facts about our study of science.

The program began with Harvey Leonard reading appropriate Bible verses. Then the class sang the song, "This is My Father's World." Arlon McLean told about our plans for a new science room and new equipment. T. L. Arnett then endeavored to tell the radio audience something about vertebrate animals.

In studying science, one of our most important phases was on insects. It was Raymond Cloninger who told about this interesting study.

One of our last reports was given by Raymond Byrd. He told about a book he had read about a great scientist, Raymond Lee Ditmars. On studying "Our Living World," we also devoted much time to plant life. Thomas Cottrell gave a talk on one group of plants from the "Living World." This subject was on grasses.

Barney Mills brought our program to a conclusion by expressing our appreciation for science and for the help of our teacher. Thomas Wansley was our narrator during the program.

Chapel Program

By T. L. Arnett, 9th Grade

We had a different kind of chapel program on Friday of last week. The devotional was conducted by Miss Oehler, who read the first fourteen verses of the fourteenth chapter of John, after which we recited the Lord's

Prayer. We spent the rest of the time practicing three songs. They were: "America," "America, the Beautiful" and "The Star-Spangled Banner." We spent most of the time practicing the words, and then we sang the songs. We are learning these songs for the Armistice Day program. The boys are taking great interest in learning these songs, for we think they are three songs which everybody should know.

Sports

By Thomas Stallings, 9th Grade

Last Saturday afternoon the various cottage teams played the first scheduled football games of the season. There was much excitement, since football is one of the most popular sports played here at the School. The majority of the boys enjoy rough and tumble games, and there are very few games played that do not have plenty of competition in them.

Last year, Cottage No. 10 had the championship football team, but frankly, we do not believe they will acquire that title so easily this year. The scores of the games played last Saturday are as follows: The Receiving Cottage boys defeated the boys of Cottage No. 1 by the score of 12 to 0; the game between Cottage No. 2 and Cottage No. 3 ended in a scoreless tie; the game between Cottage No. 4 and Cottage No. 5 was won by the former by the score of 49 to 0; Cottage No. 10 won over Cottage No. 9 by the score of 32 to 0; Cottage No. 11 defeated Cottage No. 13 by a 14 to 0 score; Cottage No. 15 shaded the boys from Cottage No. 14 by a 6 to 0 count. In the latter game the first and only score of the game was made in the first period.

All of the boys at the School observe these scores with keen interest, and now that the football season is under way, there will be plenty of discussion as to the prospects of the different teams.

We would like to take this opportunity to thank the School officials for providing the equipment which makes this sport possible.

The Show

By Garmon Hubbard, 9th Grade

The picture show on Thursday night of last week was a United Artists production, entitled "Bedside Manner." This was more of a comical picture. The main thought in the story was that John was trying to make love to Ruth. He could not win her, so he pretended to have amnesia. He finally won her love at the end. The leading characters were played by John Carrol and Ruth Hudson. The boys enjoyed this show very much, and are looking forward to the next show night.

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You will never get indigestion by swallowing your own pride.
—Uncle Ezra.

THE FOUR-SQUARE MAN

From an Address Delivered by J. C. Penney at the Sixth Annual Convention of the J. C. Penney Company.

There are few of you, perhaps, but what know that this subject is the one nearest my heart. Not the making of money has been the object of my achievement, but the making of men. The ideas for which our institution stands have, without a doubt, been of great influence in the lives of many men. It is an unfortunate affair that so many men go through life in just the ordinary way. Many are inclined to think that only geniuses, or men with some special privileges, succeed. To my way of thinking, sucess is but a result, of which the four-square man is the cause. But in order that a man may be a four-square man, he must possess the essential qualities, the first of which I should say is purpose.

In other words, a man must have vision. Vision, as defined by Webster, is: "The perception by the eye of the intellect." A man of vision is a man of imagination. Imagination is the power back of initiative, the doing of a thing without beng told. It is the great creative power of the mind.

The individual without the fully developed imagination faculty is certain to get into a rut. It is this quality in man that has lifted us from the plane of the savage to our present degree of civilization.

The story of Columbus is familar to us all; how he endeavored in vain to interest his country in his plans, and finally succeeded in obtaining assistance from the King and Queen of Spain. He believed that the earth was round and, by sailing westward that he would discover a passage to India. Columbus was a man of vision—a man of purpose, and to his memory we owe our everlasting obligations.

Contemplate the developments in science, art, literature, religion and inventions during the last century. Galileo, the mathematician and natural philosopher, stood in the tower of Pisa watching a chandelier sway to and fro, and discovered the law of the pendulum; he invented the telescope and studied the inter-relation of the planets. Newton, seated in his back yard, saw an apple fall to the ground and thereby discovered the law of gravitation. Watt, watching the tea-kettle, discovered the possibilities of steam. Comparatively recent inventions—the telephone by Bell, the telegraph by Morse, the cable by Field, the wireless by Marconi, the automobile, the airship—all these are the results of constructive imagination.

Think of what the railroads have done for the country. Had it not been for men like Hill and Harriman our system of stores would not have been possible. Consider what electricity has accomplished, what the developments in agriculture, mining and irrigation have been. Think of the subways of New York, London and Paris, of the Hudson and East River tubes. These inventions were not by chance but because someone thought; that is, used the constructive imagination.

Now, think of a man in his primitive state dwelling n caves, living in the open, subsisting on roots and herbs, hunting and fishing, clothing

himself from the skins of animals, carrying his possessions as he moved on foot and horseback. What a change in a few hundred years and what an incentive for us to use our powers of constructive imagination!

You must have an objective. If you were going to San Francisco, you would not take a Portland train. Nor could you reach your objective by such means. Imagine yourself on a ship without a compass, on a train without a track, or an automobile without a steering gear. You would not feel safe in any one of these instances. Yet, how many men are drifting, and are human derelicts floating on the sea of life with no objective in view.

The mind, feelings, physical body are divine gifts, and the man who fails to make use of these gifts is the man of no purpose.

The second essential quality is that of integrity from the Latin word, integer, meaning whole. Hence, an honest man is a whole man, not a fraction of a man. He is not one thing above the line and something else below the line; not one thing at home and something else away from home; but a whole man.

I do not mean to apply this to the handling of money alone. Some men think so long as they get by, or keep out of jail, that they are honest. A man of integrity is a man of sterling worth; a man of character; a man whose word is as good as his bond; a man who would not think of taking a minute of time that did not belong to him; a man honest with himself. Franklin and Lincoln were such men; men whose names are immortal and whose lives are an inspiration to thousands of men.

My father used to say that he never aspired to be rich; but he wished that when life was over, people in passing his grave might say: "Here lies an honest man." This statement of my father has had a tremendous influence on my life.

The moral grandeur of independent integrity is the sublimest thing in nature; so if a man is a man of integrity, a man of purpose, he is well on his way to the four-square man.

But, even though he possess these two essentials, there are but of little use if he is not a man of service.

Service, now, is coming to be one of the biggest words in the English language. It is inspiring mothers to give up their sons; men to give their lives. And for what? In order that the rights of the people shall be established, rather than the divine right of kings. It is demanding all that one is (not merely all that one has) shall be at the other's disposal.

Life's greatest pleasure and satisfaction is found in giving; and the greatest gift of all gifts is that of one's self. You cannot render service if you are selfish or jealous, or not willing to sacrifice. How we admire the individual who is thoroughly unselfish who thinks of the other fellow before he thinks of himself. How much more pleasure man gets out of life, who "gives before he gets." How we cherish the memories of our mothers whoses lives were filled with sacrifices.

Very often someone says: "What's the use? People do not appreciate what you are doing. After one is dead and gone, one is soon forgotten."

Do you think I will ever forget my father? Didn't your mother stint herself and make sacrifices in order that you might have advantages which

you could not otherwise have had? My parens did, I know. I shall never forget the many sacrifices my parents made for their children.

The fourth side of the square has to do with a man's soul, and for that reason is most important of all. In reality these bodies of ours are only leased to us for a term of years. We should so live that it may be said of us: "The world is better for his having lived."

Such an individual is in tune with The Infinte. He is not only happy, but he makes others happy. He has faith—faith in God—love for his fellow men. He is charitable, which enables him to see the good in folks instead of their faults. Just as each member of an orchestra will tune to a certain pitch before playing, so a man each day should tune to The Infinite in order that his ideals may be high and right.

A good motto to follow is found in the words of Henry Van Dyke:

"Be a breeze from the mountain height;
Be a fountain of pure delight;
Be a star serene, shining clear and keen
Through the darkness and dread of the night;
Be something Holy, and helpful, and bright;
Be the best that you can with all your might."

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LET YOUR LIGHT SHINE

We have heard and read much about the various lighthouses placed on dangerous spots along our coast, and how they have guided many sailors safely into harbor. But most any seaman will tell you that no lighthouse ever actually saved a ship. Its chief duties are to merely point out the dangers and to warn the crew of an approaching vessel to take steps to save themselves. The captain must still steer clear of the rocks and shoals.

So it is with our churches. They cannot give us anything. They can only point the way. It is up to us to proceed as guided, and come safely to anchor in the harbor or to become miserable wrecks. We must take our findings beyond the four walls of the church and into our daily lives. It is not the teachings but the practice which counts.

All of us have some sort of influence in life—either good or bad—and we must, therefore, conduct ourselves in such a manner as to make others realize the true value of a Christian life, and strive to follow our example. Like the lighthouse, we must let our light shine out, guiding others who are traveling along life's pathway.—Selected.

ANNIVERSARY OF THE BIRTH OF GENERAL CARR CELEBRATED

(North Carolina Christian Advocate)

The 100th anniversary of the birth of Gen. Julian S. Carr celebrated in Durham, October 12, was climaxed by a dinner in the Armory with Dr. Bangnee Liu of the Chinese News Service as guest speaker. Exercises at Central junior high school, at the Carr graveside in Maplewood cemetery, and a luncheon for the family were also highlights of the occasion. Rarely is a day crowded with such interesting events in paying tribute to a former citizen who had won such a place in the life of a community. Futhermore, by aid rendered a Chinese boy, Charles Jones Soong, his contribution to great old China had made General Carr, as Dr. Liu said, a citizen of the world.

At the Central high school, which has been named in honor of General Carr, the program was presided over by Dr. C. Sylvester Green, editor of the Morning Herald, and Dr. Archibald Henderson gave the main address. This was an exhaustive presentation of the life and labors of General Carr in noting his contributions to the agricultural, manufacturing and educational institutions of his community and state. Dr. Henderson gave the most complete record of General Carr's services rendered Charles Jones Soong, the founder of the "Soong dynasty of China" that we know. He seems to have got hold of all the facts that are known of this remarkable Chinese boy during his sojourn in America.

Trinity Methodist church also held a memorial service with Hon. William B. Umstead as the principal speaker. He was eminently qualified to speak of this devoted member and friend of Trinity, declared that General Carr was not only a friend but a vital part of Trinity church in which he played an active role until his death. Along with this devotion to Trinity he was a notable friend of all other churches.

At the family luncheon, Hon. Josephus Daniels, in his message extolled General Carr's qualities of leadership and philanthropy and declared that through the general's keen interest in education many thousands of young people were able better to equip themselves for their work in life. Carr was described as one of the few men who in the early days brought prosperity to the state through its industrial expansion. Carr, Daniels said, as a young man saw the possibility offered to expand the state industrially through the conversion of its raw products into the finished articles known throughout the world. The general was pictured as a man who, when the Civil War came to an end, saw a new era had come and had the initiative and the courage to accept the challenge it presented.

At the community dinner, the City Armory was filled with a highly representative gathering of citizens of Durham coming from all walks of life.

It was certainly an unusual assembly set to do honor to a man who had contributed so much to the growth of Durham, a center of education and business enterprise.

Governor R. Gregg Cherry presented the chief speaker, Dr. Bangnee Liu, who gave a most appropriate and informing address. Most charming was his use of English and his appreciation of America was equally pleasing.

Speaking on "China, Today and Tomorrow," Dr. Liu explained that on October 10, the Chinese nation celebrated the 34th anniversary of the founding of the Chinese Republic. Today the Chinese are devoted to the carrying out of the three basic principles of the founding of their republic; national independence, political democracy, and peoples livelihood. Now that they are the masters of their own destiny, the Chinese feel their responsibility to make the fullest use of their freedom to preserve it for future generations, the speaker said.

Dr. Liu stated that China would like to build a structure of government patterned after the government of the United States and other Western countries. From observation the Chinese have learned from other democratic nations the virtues of self-government.

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WHY WORRY?

There are only two things to worry about,
Either you are well, or you are sick,
If you are well, then there is nothing to worry about,
But if you are sick, there are two things to worry about,
Either you get well, or you die,
If you get well, there is nothing to worry about,
If you die, there are only two things to worry about,
Either you will go to heaven or to hell,
If you go to heaven, there is nothing to worry about,
But if you go to hell, you'll be so busy
Shaking hands with friends, that you won't have time to worry.

—Selected.

SECRET WHITE HOUSE SET UP FOR WAR USES

(The News Herald)

Everybody, of course, knows about Berchtesgaden, the Bavarian Mountain chancellery where Hitler hid during crises and times of great decision. But the chances are that relatively few persons, even in the United States, know about America's mysterious White House which was a functional counterport of Berchtesgaden.

Like a great many other things which were top secrets during the war, part of the story of White House number two may be told.

About six miles away from the town of Thurmont, Maryland, in the remote fastness of the Catoctin Mountains, there nestles an attractive lodge, surrounded by cabins. The main structure, a cross-shaped building, is hidden amid great trees. The general area, known as the Catocitin recreation area, was bought up by the National Park Service.

Until recently, any mention of the existence of this lodge was forbidden. For it was a week-end White House, built on the orders of President Roosevelt shortly after Pearl Harbor.

In the succeeding years, it was a scene of frequent conferences between Mr. Roosevelt and Winston Churchill. Other key players in the war's great drama also came to it.

Trunk line telephones connected the lodge with the White House in Washington. Over them, crucial decisions on the prosecution of the war often were transmitted, to be relayed to the world-wide battlefronts. Those telephone lines were sacred. And in the words of one telephone operator: "Our best bet was to forget all about it, and I did."

The President's visits naturally were secret. These visits usually began on a Friday afternoon and ended on Monday. The residents of Turmont, however, often had a strong hint of what was going on. A sure-fire harbinger of the President's visits was the appearance of a marine guard at a little bridge spanning a stream on the route up the mountain. Then would come the Presidental car, surrounded by secret service men, and traffic would stop in Thurmont. The crowds would assemble quickly and Mr. Roosevelt—occasionally accompained by the British prime minister—would wave to them.

The hideaway is said to have cost about 60 thousand dollars. The cabins were for extra guest. And all about were excellent trout streams and ponds to tempt the fisherman president. There also was a swimming pool built especially for him.

Even now, with the war over, armed marines guard the ten thousand acre reservation. Only those persons having White House passes are admitted. And there are continuing hints of secret activities, perhaps bearing on relations with the defeated enemy. The residents of Thurmont now keep an eye peeled for President Truman.

The general function of White House number two, concealed in the mountains of Maryland, now is clear. But what went on there during the

visits of President Roosevelt and world leaders still is a deep secret. It is so secret that if you aks high-ranking government officials about it, they still reply.

"Why, I don't know what you're talking about. I never heard of the place."

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"The worst danger that besets the younger generation is the example set by the older generation."

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FARM TOURS PROVIDE LIBERAL EDUCATION

(Selected)

Farm tours give growers the opportunity of gaining a liberal education at very small expense. These tours all so give information that will put extra dollars in the farmer's pockets, if he takes advantage of the things that he learns on the tours.

It is fine to pick up practical bits of information from bulletins, magazines, and books but there's nothing like seeing a job well done under field conditions and learning of the success and mistakes in doing the job.

In every county in North Carolina there are many outstanding pieces of work that every farmer should study. Farm tours are arranged by county agents to facilitate the spreading of this information.

Under wartime conditions there have been from 15 to 125 farmers taking advantage of these tours. With the country rapidly returning to normal, there is no valid reason why this number should not be increased to 1,000 farmers, with growers arranged in groups and scheduled to make the rounds at different periods of the day. Traffic directors will need to be appointed.

The farmers who have been taking part in these tours are the progressive, wide awake men who are always on the alert for new ideas that will enable them to do a job with less labor and expense, and for information that will put extra dollars in their pockets. The grower who needs the help most is generally absent from these meetings—will not walk across the road to find out what it is all about. He is the individual who is content to plod along as he has in the past, while new ideas and new practices sweep past him.

Here's a job for neighborhood farm leaders. Get these men out to farm meetings and get them interested in farm tours.

A CRUEL WAR AND CHRISTIANS MISSIONS

(Baptist Standard)

All wars have been cruel, but this conflict has been the cruelest and costliest the world has ever experienced. It has taken a larger toll of life, left a larger number of soldiers and civilians mained for life, destroyed more homes and church buildings than perhaps all modern wars combined.

It has been labeled a phoney war, confusing, and unpredictable. The terms, total, truly characterized it when we consider how completely the nations involved commandeered and utilized the full wealth and resources of their subject. It was total war in the sense that men, women, and machines were called to contribute maximum service in laboratories, mines, machine shops, in ships and submarines in the air and on battlefields. It did not stop with men. Birds, bees, camels, dogs, donkeys, and even elephants were pressed into service. It gradually grew into a global war, not that every nation was entirely involved in the fighting, but every nation and every human being was in some measure affected by its prosecution.

Strange as it may seem, the cruelest and ghastliest of all wars, the war caused more shame, suffering, and sorrow to humanity during its prosecution, has brought more genuine joy and gladness to more hearts and homes in its glorious culmination than all the wars of history combined.

The historians and philosophers have not had time to appraise and evaluate the real issues involved in this conflict. We have been told over and over and over that the ideology of the dictator challenged and set out to crush the democracies. That is a surface view of the conflict. It is shallow and superficial to explain a conflict. Who produced the dictator? and where did he get his ideology?

We have been slow in observation and dull in discernment, if we have failed to recognize the significant fact that all the dictators on earth have been the products of pagan religions and the devotees of false gods. Hitler was worshipped by many fanatical Germans as a god. A book was published as early as 1937 and circulated throughout Germany entitled, "Hitler, the German Messiah." Likewise, Hirohito is Japan's god. It is said that 40 million Japanese people worship and obey him as a god. Therefore, this has been a conflict in which the ideologies produced by pagan gods were united against the ideals and concepts of liberty and freedom given to the world through the inspired revelation of the Christian Jehovah God. The outcome of the contest has been as clear and decisive as was the contest of the prophets of Baal and Elijah's God on Mt. Carmel.

Now what has all that to do with Christian missions? Just as Elijah called upon the true God to avenge himself and the faith of his own against false gods, and when God vindicated his faith in victory, he announced his text and started to evangelize.

"How long halt ye between two opinions? If the Lord be God, follow him; but if Baal then follow him." (1Kings 18:21). So must we evangelize our vanquished foes.

Christianity should start the greatest missionary movement of its long history and not be stopped by the effect of atomic bombs or any other force this side of Heaven.

If the atomic bomb causes Japan to close her doors against Christian efforts to evangelize her people, we will remember the doors were closed before the war, and closed by the pagan who posed as a god and started the war, the outcome of which has discredited him with his own people. If the door to Japan should close tighter than ever, let us not forget that victory has opened other doors that were closed and locked against us.

We hope and pray and believe that Russia will become the most fertile and prolific field for Christian missions the world has yet seen. The next 25 years will be a destiny determined by the missionary zeal of fidelity displayed by Christian democracies in giving the gospel to pagan nations. God has given us another chance and it may be our last chance. Let us embrace it and make the most of it.

A SMART PARROT

During the German occupation of Norway, a rumor spread in the city of Oslo that a certain citizen had a parrot that could say, "Down with Hitler." This rumor eventually came to the ears of the Gestapo. The man was warned that the Gastapo intended to pay him a visit. This news alarmed him very much, so he went to the local pastor for advice.

"I'll tell you what to do," said the kindly minister of the Gospel. "You take my parrot home with you and bring yours here." The good citizen of Oslo quickly did as the pastor suggusted.

A short time later, several members of the Gestapo strutted into the man's place of business, and charged him with insulting the Fuehrer by teaching his parrot to say, "Down with Hitler." The Norweigian stoutly denied the charge. "My parrot is definitely non-political," he told his accusers.

One of the Gestapo visitors approached the parrot's cage and said, "Down with Hitler." There was no comment from the parrot. He repeated the words several times but without avail. Finally the other two came to help him, and the three Gestapo members stood there shouting at the top of their voices, "Down with Hitler!"

"Praise the Lord!" said the parrot.—Selected.

WAR NOT REALLY OVER

(The New Day)

Somehow the war doesn't seem a thing of the past out here.

Okinawa is still foreign soil for thousands of American boys whom war won't really be over for them until they return home.

In the rain, which is frequent and heavy, Okinawa is particulaly gloomy.

The grey tombs blank, impassive against the hillsides; the pines weighted and dripping; the grey forbidding skies ready momentarily to loose another torrent to wash down the red clay paths through the green hills, to make rivers of the lakes in the boggy gullies, to make soup of the company streets and thick, heavy glue of paths where no coral had been laid. Coral roads slick, and ditches muddy streams.

Outside the ship's service, the noon line up of enlisted men, sloshing in the clinging mud, moving slowly to the counter. Here they buy, among other things, the "latest" news from the states. They learn about America's mood as war ended, and is adjusted its self to peace.

Some of the youngsters who bought papers and magazines went back to move their tents—they were flooded out. The laughed and joked about it, working knee deep in their private lake, moving soaked cots and bedding and gear.

O; somehow the war doesn't seem "over"—on an island where there are no night clubs or race tracts, and movies are the great and only entertainment and beer a coveted luxury.

We attended a little ceremony honoring a dozen or so fliers who had gained postwar security here and before victory. It was in a dreary drizzle, and and the words we heard were old familiar words as we stood around the flag-draped shapes, and the faces of those around us were strained and tired war-weary, war-hating, war-stricken, yet angry faces. The men under the flags had had their postwar plans made for them—in the crash of their plane on the way to Japan. They hadn't known the war was nearly over.

But the enlisted man, sloshing through Okinawa's mud, or choking through the dust clouds that will follow, doesn't get angry, not often.

Might be because he knows the folks back home, who know the war is over, are his old neighbors and friends. And he's not blaming them.

GOSSIP

Someone has said that gossip is like gunpowder. It explodes with a force inversely proportional to the space in which it is confined. In a large city most of this is dissipated; in a small town it gathers power; in a village it will end in a terrible explosion.—Christ Church (Raleigh) Bulletin.

THESE THINGS ABIDE

(Ney York Times

After Noah had come out of the Ark, according to the eighth chapter of the Book of Genesis, the Lord made him this promise: "While the earth remaineth, seedtime and harvest, and cold and heat, and summer and winter and day and night shall not cease. With the memory of the Deluge still oppressing them, Noah and sons and his wife and his son's sons needed the reassurance. They need the hope that if they plowed the earth and seeded it and cultivated it in peace, all would go well with them. These things would abide forever. The fountains of the great deep would not again be broken up and the windows of heaven would not again be opened up to destroy the lives of men.

It is so today. We have heard the mourning dove this summer. Millions have been hungry, weary, and in peril, and death has marched through what should have been smiling countrysides, But there has been peace too, for those who could surrender to the gentle ultimatum of nature; the peace of growing corn and wheat; the peace of cattle browsing on green hillside; the peace of streams coming down over mossy stones into shadowed pools; the peace of small wings fluttering at the foot of the garden; the peace of a myriad little country—of wind in trees, of insects drowsily humming, of far-off roosters crowing, of rain pattering the peace of ruddy sunsets and of stars, the peace of quite nights and days that in God's time heal the broken-hearted.

Man stands pale and awestruck with his new wisdom and his sins and errors. But the ancient and beautiful laws of nature, not one whit changed, abide. Ignorance and cruelty are facts. But so are hope and love the laughter of children, the singing of birds, the quietness of a still night that chokes one's throat with strange happiness.

———:———

We hear much these days about juvenile delinquency, and great fears have been expressed concerning the future of this budding generation. One reason for such a condition is that too many parents have turned over to professionals the task of furnishing a good example for children. Let's get back to the good old-fashioned home training, with dad and mother setting good examples for their children, and we need have no fears as to the development of our future citizens.—Selected.

HIGHWAY SLAUGHTER

(The Stanley News And Press)

If the caskets of the 477 persons who died on the streets and highways of North Carolina in traffic accidents during the first nine months of this year could be placed in a single row along Main street here in Albemarle, every automobile driver who passed along that street would become so nervous that he would likely have to stop his car and get out. Yet the figures on traffic fatalities make little impression.

Again if the 2,863 persons who were injured in traffic accidents during the same perod could be placed along Main street, as they appeared immediately after the accidents, those who passed would witness a gruesome sight.

The increasing toll of deaths on the highways can be properly characterized only as slaughter, and there is a growing public sentiment for the officers of the law and the courts to clamp down on the violators of all traffic laws.

The State Highway Patrol arrested 3,582 motorist for violations of highway laws during September, an increase of approximately 1,000 over August and an increase of nearly 1,500 over July. The patrolmen also stopped and warned 2,724 motorists for minor infractions during the month.

We should like to see figures on what happened to those 3,582 motorists when they appeared in court, for reports indicate that some courts are very lax in the punishment of those who violate traffic laws. In fact, one gets the impression that North Carolina citizens should become more concerned with their courts.

It is discouraging to an officer to bring in a man charged with violation of the law and then have the judge either turn him loose without punishment, or tax him with the costs and a small fine, when he should be placed on the roads. However, officers can get relief from such situations by issuing statements for release to the newspapers regarding the disposition of cases brought into courts.

About the only way to reduce traffic fatalities to a minimum is to enforce the traffic laws rigidly, punishing those who violate them. To that end, the governments of the state, county and city must direct their officers, backing them up to the fullest extent with adequate equipment, personnel, and support in the courts.

———:———

Good taste is essentially a moral quality. Taste is not only a part and an index of morality, it is the only morality. The first, last and closest trial question to any living creature is, "What do you like?" and the entire object of education is to not merely do the right things, but enjoy the right things. What we like determines what we are, and is the sign of what we are; and to teach taste is inevitably to form character.—John Ruskin.

JACKSON TOMB FOUND WITH STONE PIECES

(Monroe Enquirer)

A handsome tombstone now replaces the weather-beaten, foot-high marker at the grave generally accepted to be that of Andrew Jackson, Sr., father of the seventh President of the United States.

Inscribed upon the stone are these words: "Here lies buried Andrew Jackson, Sr., father of the seventh President of the United States. Born in Ireland. Died February, 1767."

An intriguing story of how the authenticity of the tomb was estiblished is told hereabouts:

In 1931 a stranger arrived at the Waxhaw cemetery in an automobile. He carried with him a jagged piece of stone which he said he had brought from Tennessee. He suspected that a mate to ths stone would be found in the grave of Andrew Jackson's father.

A section of stone was dug out of the grave, and it is recorded that the broken edges of the piece brought by the stranger.

Belief is that Andrew Jackson, Jr., has taken a portion of his father's gravestone with him, and that publicity given to the efforts to discover the whereabouts of the elder Jackson's grave with the idea of erecting a suitable marker for it attracted the attention of the Tennessean who knew of the other section of stone.

The Waxhaw Cemetery, one of the oldest and most historic in the Southland, is about ten miles from here, near the birthplace of Andrew Jackson, Jr., soldier and statesman who became President.

It is int eresting to know that the old Presbyterian Church building at Waxhaw was used as a hospital for soldiers wounded on nearby battlefields during the Revolutionary War. The women of the neighborhood acted as nurses. The old original church, constructed of logs, was burned by the British.

Not cuoafhm .-d

Not much of a difinite nature is known of the early life of Andrew Jackson's father. Their home at Waxhaw had to be carved out of the wilderness. They had to battle savage Indians and overcome much poverty in their battle of existence. Mrs. Jackson is said to have gone to Charleston to nurse wounded soldiers and while there was taken with a milignant fever and died. So far as can be learned, her burial place was never found.

A historical meeting of the Waxhaw Chapter of the D. A. R. was held recently at the Waxhaw Presbyterian Church and Cemetery. After the ritual and welcowe by the regent of the Lancastor Chapter of the D. A. R., Dr. R. L. Meriwether of the University of South Carolina exhibited the original deed of the four and one-half acres on which is located the church and acient cemetery. He gave some interestin accounts of old settlers in the Waxhaws. Two papers: "The Four Church Buildings," by Mrs. Julian Starr, Sr., and "Some Interesting Epitaphs" (in the old cemetery) are to be presented to the library of the State University.

COST OF A BOY

Sunshine Magazine

A careful estimate has been made as to the cost of a boy to society. His rearing and education through the eighth grade, on the average, will amount to not less than $3,600. An additional $2,500 is needed to meet all his expenses through high school. If he goes through college, it is an additional cost to society of $4,000.

The sum expended by the community, state, and nation for his protection must be added, bringing the total cost to society for the rearing of the boy to manhood, and giving him a college education, to anestimate amount of $25,000. This means that a college graduate starts out in life with a debt of $25,000 to the world for all that has been done for him up to his graduation.

But the attitude of many a boy is that the world owes him a living. He begins his career with the idea that he is to get from the world what is due him; there is so much wealth in this world, and he must have his share. The thought of his own obligation to society for what he has received, seems to have no place in his calculations.

There is no urgent need for a changed attitude on the part of such youths, bringing them to the recognition of their responsibilities to the world in which they live.

RELIGION DAY BY DAY

Twin City Sentinel

There is an attractive flat face of rock, perhaps six or eight feet high, immediately in front of our verandah at Blue Point. Naturally Milady, that ardent lover of flowers, saw it as the background of an appropriate garden. So she planted bergamot, which blooms with deep red flowers all summer through.

Milady had no thought beyond the garden itself. But when the beautiful blossoms appeared, the humming birds arrived, for bergamot is a favorite larder for them. Now, as we sit on the verande, the brilliant little birds dart to and fro amongst the flowers, to our boundless delight.

We could not acquire humming birds by any direct methods; but we could plant the sort of flowers that attract them. By the same indirect methods a life may attract itself to beauty and happiness.

Plant integrity and good humour and unselfishness and lo!! the beautifull birds of friendship will quickly appear. Plant faith, and the very graces of Christ will be added.

That life may be so filled with beauty, we thank Thee, bountiful Father. Make us so attractive to the good and true and lovely that our character may be enriched. Amen.

SUNDAY SERVICE AT THE SCHOOL

Rev. Roy Lockridge, pastor of Wesleyan Methodist Church, Concord, conducted the afternoon service at the School last Sunday. For the Scripture Lesson, he and the boys read responsively a part of the 37th Psalm, after which he announced the subject of his message, "The Challenge of Christianity."

When we think about Christianity, said the speaker, we think of some person who has accepted Jesus as his or her personal Saviour. As we realize the value of living a Christian life, the thought which is uppermost in our mind is that everybody should be a Christian, but we are compelled to admit that they are not.

Rev. Mr. Lockridge pointed out a number of ways in which Christianity challenges us, as follows:

(1) Christianity challenges us to give the strength of our youth to God's cause. This challenge is thrown out to us while we are young: "Remember now thy Creator in the days of thy youth." We are asked to accept Jesus Christ in the days of youth in order that we may develop into fine men and women.

(2) The Christian religion challenges us to think. The Bible tells us that "as a man thinketh in his heart, so is he," therefore, we are the kind of men and women we think we are. It is impossible for us to entertain in our minds any greater thought than that of doing God's will. In this connection the speaker urged the boys to strive to keep their minds clean, thinking only of those things which are upright and true, adding that our thoughts can either make us or ruin us. They can make a man a great power for good in this life or they can cause him to go down to the grave in sorrow.

(3) Christianity challenges our best purpose. Regardless of our profession or how menial the task, the teachings of the Master can lead us on to success. The most humble person on earth can attain heaven's greatest heights by letting God guide him through life.

(4) Christianity challenges our best time. We are now living in one of the greatest ages known to mankind. There are more opportunities for success today than at any other time in the history of the world. Stronger than ever there comes to us the challenge to become Christians. We have wonderful school systems to teach the young people the way to successful careers. We have churches by the scores, as well as countless Sunday schools. In fact, everything stands with outstretched arms today to help us along the pathway of life.

(5) Christianity challenges our best character. It is constantly seeking to bring out the very best that is in us. It requires us to be faithful. At work or in school, our young people should learn to be true to whatever duties that may be assigned to them.

(6) Christianity requires us to be honest. No man can attain greatness unless honesty is part of his character. This is illustrated by the life of one of our greatest Presidents, who was known throughout his life as "Honest Abe" Lincoln.

(7) Christianity challenges us to be truthful. There is no place in life for an untruthful person. Liars positively do not fit into the great plan of life.

(8) A true Christian is supposed to be temperate in all things. The term temperance is often misunderstood. Many people think it applies only to abstaining from the use of alcoholic drinks. There are many other habits, however, which are considered rather harmless, but we can carry them to extremes and thereby cause ourselves great harm.

In conclusion, Rev. Mr. Lockridge expressed the hope that every boy within the sound of his voice would at the moment decide to live a truly Christian life. To each of us, he said, is given the opportunity to do God's will. The choice is ours. There is nothing compulsory about it. If we do our part, we may rest assured that God will do His part, and this life here on earth will be really worthwhile, and we shall be rewarded by realizing all the joys of the life to come.

———:———

WHY THE JAPS CONLDN'T WIN

What beat the Japs? The atomic bomb, American air power, Russia's entry into the war, our superior naval strength?

Yes, all of these. And also the fighting spirit of men like Maj. Gregory Boyington, USMC.

"Pappy" Boyington, Marine flying ace, was shot down 19 months ago over Rabaul.

He was wounded in the head, neck, arms and ear. His ankle was broken.

His lifebelt was shot full of holes and useless. He was strafed in the water by the Jap planes.

Picked up by the Japs, he received no medical attention for 10 days. He was questioned day and night.

He was beaten on the back and legs with a baseball bat or punched on the jaw 300 times. He lost 65 pounds on the Jap's starvation rations.

But they couldn't kill "Pappy" Boyington.

They couldn't kill a lot of men like him, or the spirit which they typified.

No wonder the Japs gave up.

—News-Herald.

COTTAGE HONOR ROLL

Week Ending October 21, 1945

RECEIVING COTTAGE

Thomas Brantley
George Bridges
Dean Harris
Harry Matthews
Lacy Overton
James Perkins
Charles Reeves
James Teague

COTTAGE No. 1

(No Honor Roll)

COTTAGE No. 2

Harvey Arnett
Louie Ashe
Walter Byrd
Haney Cothrin
Chester Lee
Howard Manus
William McVicker
Knox Norton
Hayes Powell
William Phillips
Melvin Radford
Van Robinson
Russell Seagle
Fred Coats
Robert Owens

COTTAGE No. 3

James Christy
Hugh Cornwell
Lindsey Elder
Lawrence Littlejohn
James Maloney
Donald Redwine
Clifton Rhodes
Clyde Wright

COTTAGE No. 4

William Arrington
Paul Carpenter
Eugene Grice
Hobart Keaton
Ray Miller
James Parker
Leroy Pate
Ernest Turner
John Linville

COTTAGE No. 5

Sterling Farrow
Charles Gibson
Thomas Sessions
Robert Wilkins

COTTAGE No. 6

Coy Creakman
Keith Futch
George Jones
Nolan Morrison
Jerry Oaks
Ralph Seagle
Leroy Wilkins
James Walters

COTTAGE No. 7

Russell Beaver
Frank Belk
Charles Cox
Carlos Faircloth
Edward Gwinn
William Hamilton
William Keene
Jerry Peavy
Hubert Pritchard
Robert Shepherd
Reuben Vester

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Conrad Cox
Kenneth Dillard
Richard Johnson
Clifton Kerns
Vernest Turner
Thomas Wansley

COTTAGE No. 10

Raymond Byrd
Thomas Cottrell
James Hensley
Bernard Hyatt
Howard Jones
Eugene King
Charles Lyda
Jesse Parker

COTTAGE No. 11

Charles Alexander
Donald Bowden
Elmer Heath
Alvin Hilton
Thomas Hyner
David Isenhour
Lee Lockerby
Kenneth McLean
James Phillips
Robert Phillips
Alvin Porter
Leon Rose
Martin Walters
Jack Wilkins

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

(No Honor Roll)

COTTAGE No. 14

(No Honor Roll)

COTTAGE No. 15

William Best
Elzo Fulk
Alvin Fox
Robert Holland
Harvey Leonard
Robert Rivenbark

INDIAN COTTAGE

Ray Covington
James Chavis
Thomas Chavis
Donald Hunt
Alton Hammond
Lacy Jacobs
Morrison Jacobs
Harvey Jacobs
Clyde Lochlear
Carl Locklear

INFIRMARY

William Brooks
Norman Hentschell

—THE END—

———:———

ACTION

Whoever thinks, must see that man was made
To face the storm, not languish in the shade;
Action's his sphere, and for that sphere designed,
Eternal pleasures open on his mind;
For this, fair hope leads on the impassioned soul,
Through life's wild labyrinths to the distant goal;
Paints in each dream, to fan the genial flame,
The pomp of riches and the pride of fame,
Or fondly gives reflection's cooler eye,
A glance, an image of a future sky.

—Author Unknown.

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THE UPLIFT

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A FRIEND

A friend, mark you, is he alone who is for you under all circumstances.
He never investigates you; he likes you just as you are.
Whatever clothes you are wearing, whether it be a dinner jacket or a hickory shirt, he thinks it fine.
He likes your moods, and enjoys your pessimism as much as your optimism.
He likes your success, and your failures endear him more.
He wants nothing from you, except that you be yourself.
With him you can utter your heart, its badness and its goodness; you need not be circumspect.
You give to him without reluctance; you borrow from him without embarrassment.
Like the shade of a great tree in the noonday heat is a friend.

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

FOR THE SPIRIT'S HUNGER

Silence is needed for the spirit's hunger;
In stillness is earth's holy banquet spread.
Her healing waters are unstirred by anger,
By hope or dread.

To silence is the stricken spirit calling
When the voice breaks in sorrow or in pain—
The quiet of the dusk when night is falling,
Of leaves that wait the rain;

Of still, proud mountains. There is revelation
On summits that are lifted vast and high
Above the vehement world, in consecration
To the hushed sky.

Blest quietude of lake and woodland. Only
The feet of him who goes with silence shod
Can tread the paths that lead, aloof and lonely,
Up to the hills of God.

—Mary Sinton Leitch

———:———

THE PROCESSES OF GROWTH

The principle of growth is essential to life in all areas of living, either in the physical, the mental, or the spiritual. In other words, the principle of growth is a universal law of living itself. Yet it is generally true that wherever there is real growth and development there is a concomitant companion or sequence of suffering and agony. Over and over, as children grow up their experiences, as they advance through the years, are filled with a multitude of what

to them amounts to obstacles and heartaches and the hard knocks of life. Generally, adults never quite fully understand all the disturbing and confusing events of childhood living. Yet it is nevertheless true that as a rule when children do have their youthful difficulties they are the things that help them to grow most, rather than the experiences of ease and comfort and pleasure.

It is always true that children themselves, even when they are encountering the obstacles which help them grow, have the greatest appreciation of other things in the world that are growing too. For instance, children always delight in their associations with growing plants, flowers, animals, and other childhood companions. To them, these things furnish their greatest fascination.

In the world at the present time there have been some notable examples of how nations have grown and developed in certain areas. For instance, the United States just a quarter of a century ago, was suffering from the vilest, rankest affliction of isolationism. About twenty-five years ago we were, in international relationships, occupying about the same position that Russia today is occupying in her relationships to other nations. Then, through the agonizing and bitter travails of a bitter war, America has today become the most ardent advocate of international cooperation as is set forth in the World Charter which was formulated in San Francisco. If ever a nation gave to the world a demonstration of how the growth in any direction involves great pain and anguish and sorrow, certainly this nation has.

In the life of an individual or a nation or a great corporation, if there is to be genuine growth and development, it is dependent upon what may be called a safe reserve. During the great conflicts of World War II there was throughout this nation great expansion in all areas of life, especially in the scientific and mechanical areas. We now find ourselves as the master of the secrets of the atomic bomb. We find ourselves as the world leader in manufacturing airplanes, warships—all kinds of implements of warfare. This has been true because here in America there has been this free and unfettered feeling that individual initiative would have freedom of opportunity and that our resources were always unlimited. Perhaps the greatest factor in our great accomplishments should be attri-

buted to the superior ingenuity of our leading scholars. Probably they at no time felt that they were constantly hitting the ceiling of their scientific knowledge, but rather that they were always capable of greater and greater things.

Likewise, every individual, in his own life, should feel that he has a reserve of resources which he has never exhausted. He may create this reserve through continued study and observation and meditation. A good part of his mental reserve should, of course, consist of the cultural and spiritual elements of life. If anyone has ever reached the peak of his ability, he should extend his ability through further study and research.

In the process of growth, one of the basic factors is that there may be a vast force of discontent for either an individual or a nation. No individual has ever grown who was self-satisfied with his present-day accomplishments. The force that keeps life vigorous and vibrant is a feeling of discontent that causes one to look beyond. It is probably true that no individual or nation ever made an impression on the world that did not have the inner dynamics of discontent. In other words, it is really through discontentment that we must hope to find our ultimate contentment.

In this connection, Oliver Wendell Holmes, in his poem, "The Chambered Nautilus," has expressed this thought in these words:

Thanks for the heavenly message brought by thee,
Child of the wandering sea,
Cast from her lap, forlorn!
From thy dead lips a clearer note is born
Than ever Triton blew from wreathed horn!
While on mine ear it rings,
Through the deep caves of thought I hear a voice that sings:-

Build thee more stately mansions, O my soul,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free,
Leaving thine outgrown shell by life's unresting sea!

Another basic principle in the process of growth is that it becomes necessary to accept what is new and fits the needs of the new day,

and at the same time destroys and replaces what was the old. This means sometimes destroying old plans and old ideas and old conceptions in order to be able to accept the new in the process of growth. What really occurs is generally that the old gives its life for the new.

Finally the process of growth always involves the principle of sacrifice. In olden times the person who met the dragons and slew them were those who were permitted to take on a part of the dragons' strength, but those who met no dragons always remained weak and effeminate. The principle of sacrifice for one's fellowman always enriches life and averts sterility and death. The result is that through unselfish sacrifice life becomes a series of new experiences, new things learned, new songs, new poems and new knowledge which may be used for the glory of God Himself.

* * * * * * * *

UNIVERSAL TRAINING

There is at the present considerable discussion as to the advisability of a program of universal military training for the young men of America in future years. The question is being discussed pro and con on platforms and the radio and through the press. Naturally, when any question of such magnitude arises it is not possible to have unanimous agreement as to the merits or the demerits of the project. The trend of public thinking runs all the way from hearty approval to outright condemnation.

Generally, it seems that the church leaders and the school people are definitely opposed to the program of military training. Their arguments are that if this country were to adopt a program of universal training of young men, it would tend to foster and promote a spirit of militarism throughout the future. It is argued that such countries as Germany and Japan have been definitely committed to military programs, and the fruition of such programs has been that these countries have sought to display their military power and to use this military power for the selfish purposes of conquest. It is almost impossible to refute the truth of this statement.

However, one of the arguments now being used against military training is that it is absurd to wait until young men become eighteen years of age and then expect to do something toward disciplining

them and improving their health through military training. It must be granted, of course, that there is some absurdity in doing this if it is to be the major effort of the nation toward developing physical fitness. Unfortunately, it is true that there is nothing quite so absurd or as foolish as when it never does anything very constructive toward the building of physical fitness for youth. Then, too, we should never forget the fact that were we to adopt the policy of military training for young men when they have become eighteen years of age, such a policy would be bound to have a very sobering, stirring effect upon young men before they reach the age of eighteen. They would then understand that they face a year of military training and that, therefore, they would attempt to get themselves ready to get the most possible out of this year's experience—that is, before the time arrives.

It does seem that it would be entirely possible for the Congress of the United States to make exceptions in the cases of the young men who are enrolled in the colleges and even the high schools throughout the nation. It would be possible to offer these young men the equivalent of military training through the ROTC and other physical education programs. In this way, they would not have their academic careers disrupted, and they would get what to them would be even more valuable than a year of military training.

The **Catawba News-Enterprise** recently expressed the following sentiments:

> President Truman has revealed in full his ideas about universal military training for the youth of the nation between the ages of eighteen and twenty. This program he outlined in some detail, and at the same time gave his reasons for asking for favorable Congressional action on the plan . . . . . .
>
> The wave of pacifism that swept the United States after the first World War should not be allowed to reduce this country to the state in which it was found at the time of the attack on Pearl Harbor. This is a freedom-loving country, and few could be found who would raise their voices in support of a militaristic form of government. But we are inclined to agree with President Truman that it would be unwise, or even disastrous, to risk too much demobilization of man-power without a trained reserve strength.

In the **Stanly News & Press** of recent date, we find these statements:

> A child of sufficient age to read the headlines in the newspapers knows that this nation will be inviting destruction within the next quarter of a century if it does not keep itself strong enough to keep aggressors away from our shores. The headlines tell in graphic manner that we have won a war, but that we have not established permanent peace. World cooperation was more effective while the conflict was being waged than it is today. . . . . .
>
> We have long felt that the nation, even in times when there is no threat of war, would find itself physically, mentally and spiritually stronger if her young men were required to take a year of military training. The discipline would give them a new conception of their responsibilities to themselves, to their families and to their country.

The **Charlotte Observer**, one of the outstanding newspapers of North Carolina, in its editorial columns, October 31st, expressed the following convictions:

> We would like to have enough faith in the common sense of people to believe that the human race would unite to save itself against the annihilation that another war will surely inflict and to move in wise concert to avoid such a finality of catastrophe.
>
> But in the face of the hard and harsh and hellish facts of the case, this sort of faith is frustrated from the start.
>
> International peace is on the tongues of men, but it is not in the hearts of men: at least, many of those in places of leadership across the world.
>
> For America especially, its own future and that of the whole world, rests upon a practical, hard-headed, realistic understanding of the truth of the case.
>
> There is, therefore, only one sensible course for this country to take,—the course dictated by sober reasoning and the age-old instincts of self-preservation.
>
> And that is to continue to exercise every conceivable influence to bring other peoples and nations around to our honest and honorable peaceful purposes, but, at the same time, to remain adequately armed in order to guarantee security for our own nation against outside aggressors and gangsters, and, at the same time, to hold this massive military power of America, to protect the

outside world against any and all enemies of its own peace and security.

That's not the policy of the tender-minded. It is the dictation of the tough-minded. But to this latter view we subscribe,—not that we delight in it, but that there is, in our opinion, no realistic escape from it.

BIRTHDAYS

In The Uplift, we plan to annouce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of November 4, 1945

November 5—James Allen Hammond, Indian Cottage, 15th birthday.
November 6—Coy Cedric McElven, Cottage No. 4, 14th birthday.
November 7—Lindsay Elder, Cottage No. 3, 13th birthday.
November 8—James Olin Brigman, Cottage No. 13, 15th birthday.
November 9—Robert Helms, Cottage No. 3, 14th birthday.
November 9—Keith Futch, Cottage No. 6, 12th birthday.
November 10—William Best, Cottage No. 15, 15th birthday.

LOCAL HAPPENINGS

Reported by Boys of the School Department

News Items of Interest

By Arlon McLean 9th Grade

Mrs. Hawfield and her first grade boys have been making puzzles by cutting pictures up into different shapes. These puzzles are for the boys to put together after they finish their work in the books. The boys are enjoying working these puzzles very much. Mrs. Hawfield is planting flowers in her flower beds and has planned to change the dirt very often. She is also reading a book called "Peter Peppercorn." Her boys enjoy it very much.

Mrs. Morrison's second grade boys have been fixing their bulletin board. It is very attractive. They have it posted with Indians, wigwams and leaves of different kinds. The boys are also very busy with Hallowe'en decorations.

Mrs. Dotson and her fifth grade boys cleaned their room last Friday for Hallowe'en. They are decorating it with posters, drawings and pictures.

Friday Morning Chapel

By Gordon McHan and Forrest Cowan, 8th Grade

Mrs. Dotson was in charge of the Friday morning chapel program. The stage was decorated very appropriately for the occasion. First on the program was the 67th Psalm by the class for the devotional. The next part of the program consisted of songs and poems, "October's Bright Blue Weather, by R. Mintz; "O-C-T-O-B-E-R," by seven boys; "October Night," by Horace Collins. The songs were "The Leaves' Bedtime," "Come, Little Leaf" and "The Autumn Leaves." Other poems were "When the Frost Is on the Pumpkin," by Robert Helms; "Happy Autumn," by N. Hentschell; "Autumn" by J. Lambert; "Little Orphan Annie," by J. C. Rhodes; and "A Hallowe'en Wish," by Tommy Everheart. A song was sung by three boys, entitled "We Gather Together." The audience then sang "Come, Ye Thankful People, Come." The next was a play, "The Witch Dance." The cast was as follows: (Beth), Jack Lambert; (Jimmy), Harrison Minor; (Witches), J. C. Rhodes, Reeves Lusk, David Isenhour, Billy Jenkins, Norman Hentschell; (Tom-Tom), James Knight; (Ghosts), Knox Norton, James Norton, William Meadows and Harvey Arnette. The next part was a dramatic story. "The Laughing Pumpkin." The cat was James Knight; the owl, Tommy Everheart; the moon, Horace Collins; the jack-o-lantern, Jack Lambert.

A Grand Occasion

By Jack Gentry, 9th Grade

Mr. Rouse, the officer in charge of Cottage No. 11, took all of the boys in his cottage who played softball to the picture show in Concord, on Friday night of last week. The boys who did not go were given a bar of candy each.

The picture was "Captain Eddie," a true story of the life of Eddie Rickenbacker. All of the boys who went are

grateful to Mr. Rouse for taking his time and letting them enjoy a fine picture.

Letters Home With Reports

By Garmon Hubbard, 9th Grade

Friday of last week was letter writing time and the time to send school reports home. The purpose of sending the reports home is to let the parents know how the boys are doing at the Training School. These reports are sent home every two months. All the boys appreciate this chance to write to their parents.

B. T. U. Meeting—Intermediate Group

By Jack Gentry, 9th Grade

We first sang a song led by Mr. Puckett. Then he introduced Mr. S. L. Helms, who had just been discharged from the army. Mr. Helms has served as chaplain and as sergeant in the United States Army. He made a talk on "Depending on God," and told how many do not. He then led us in prayer. For the Scripture verse, he read II Peter 3:18.

We then sang "Trust and Obey." Mrs. Tomkinson played the piano for us.

Mr. Beck was in charge of our class this Sunday. Kenneth Staley called the roll. Mr. Walter Perry was a visitor.

George Guyton then gave out the parts for next week. The subject of our lesson for the day was "The Sunday School Board Then and Now." Gerald Johnson gave the first part, entitled "Earliest Efforts." Robert Lee gave the second part on the subject, "Kind Words." Hugh Cornwell then gave the third part, "The Resolutions of 1890." The fourth part was "The Board Established."

The last part was given by Charles Shore, on the subject, "Growth of the Board." Mr. Perry then gave a short talk, and said that he intended to continue to come to our B. T. U. meetings every Sunday. He dismissed us with a short prayer.

The Picture Show

By Barney Mills, 9th Grade

The show on Thursday night of last week was "Thank Your Lucky Stars." It was a Warner Brothers picture. The main characters were played by Diana Shore, Eddie Cantor and John Garfield. Eddie Cantor and the Mad Russian kept us laughing. The boys enjoyed this picture very much, and they are looking forward to seeing the next show.

B. T. U.—Junior Group I

By James Maloney, 3rd Grade

First we were led in prayer by different boys. Mr. Puckett then told us some stories of Christ, such as the Good Samaritan. In this story friendship was the point brought out. He told us of the importance of reading the Bible. He then asked who would learn all the Books of the Bible, and every hand went up.

The Cub Circus

By James Hensley, 9th Grade

Under the supervision of the Cub Scout leaders of Cabarrus County, all of the Cub Scouts of this district gave a Cub Circus at the Concord Armory on Thursday night of last week. The

purpose of the circus was for promotion. The Training School Cubs gave a very good show entitled "The Midget Show." They also had a sack race and other races. Cub Scout Pack No. 60, of the Training School, won first prize. The prize was a scout canteen. I am sure all of the Cubs enjoyed taking part in producing the circus. The den mothers of the Training School Cubs are Mrs. H. F. Liske, Mrs. H. F. Tomkinson and Mrs. James Dotson, and Mr. Hines is the Cub Scout Master.

Radio Program

By Raymond Cloninger, 9th Grade

Mrs. Dwight Morrison's fourth grade boys gave the program for last week. They sang two songs which were entitled "The Beautiful Garden of Prayer" and "In My Heart There Rings a Melody."

After the songs, Mr. Hawfield gave a talk on the extra-curricular activities at the Training School. He told about the things we do outside of our regular school work. Some of these activities are sports, parties, church services and Scouting.

Hallowe'en Spirit

By Thomas Stallings, 9th Grade

Hallowe'en is approaching again, and all the ghosts and goblins will be abroad in the land. It is a time when all the small children will snuggle under their blankets. New tricks and old will be played upon unsuspecting victims.

Hallowe'en this year will be a double celebration. This is the first one we have had since the ending of the war. Some loved ones will be home to celebrate Hallowe'en and many others will be home for Christmas. This holiday should be a quiet one, in solemn recognition of the recent world war.

But now let's look on the other side. The name, Hallowe'en, means "holy eve." This is because it is the eve of a Christian festival—All Saints.

This day to children means the building of bonfires, cracking nuts, bobbing for apples floating in tubs of water and telling fortunes and ghost stories.

Truly, this day has been and will continue to be a gala event for children all over the world.

Following is a poem which was set aside for Hallowe'en many years ago:

"All Saints—the unknown good that rest
In God's still memory folded deep.
The bravely dumb who did their deed,
And scorned to blot it with a name;
Men of the plain, heroic breed,
That loved Heaven's silence more than fame."

Hallowe'en Party at the School

By Garmon Hubbard, 9th Grade

On Hallowe'en here at the School, all the boys gather in front of the bakery. They are served hot dogs, cookies, drinks, pop-corn and peanuts. The bakery boys bake the rolls and the cookies for the party. These refreshments are furnished by the School and by a number of friends of the boys.

The Earth and its Relation to the Universe — Astronomy

By Thomas Stallings, 9th Grade

In our science book, "General Sci-

ence for Today," we are beginning a unit on astronomy. In our past studies we have been studying something about the everyday materials of the world in which we live. But the earth, we are told, is merely like the house in which we live. There are other houses in the town, other towns in the state, other states in the country, other countries in the world which we call the universe. All things in the universe are drifting, drifting in space, the extent of which no one has seen, whose depths no instrument has ever fathomed, whose substance is so thin that it can be compared to none of the other materials we know on earth. The universe is so vast that it is almost impossible for the human mind to imagine its size. Yet its immensity is not its most remarkable characteristic. The thing that is hardest to believe is that everything in space moves in perfect order. There are no wires, no machinery, nothing to control their movements but yet, the movements of the members of the solar system keep perfect timing, better than any man could create.

The fact that these planets stay together and keep time is awe-inspiring and should increase everyone's faith in God.

Report Time

By Harvey Leonard, 9th Grade

Report time comes around every two months. The grades that are made in school and at work are sent home to the boys' parents. Each boy should look forward to getting a good report. The cooperation of the boy toward the work that he is assigned to do, and his attitude toward his officers and his fellow workers, help him fit himself for a better report, to make his parents happy and to gain the opportunity to return to his home. Each boy should do his best work in school, because the education that he gets here at the school will enable him to enter into a higher grade when he returns home, and, too, if a boy decides not to re-enter school at home, that is even more reason for him to gain as much education here as possible, so that he will be able to get a job in civilian life.

Business Men's Banquet at the Armory

By Robert Lee, 9th Grade

Some boys from the School attended the Business Men's Banquet at the Concord Armory, on Tuesday, October 23rd. This banquet was sponsored by the Business Men's Bible Class of the First Baptist Church in Concord.

The guest speaker was Rev. John H. McKinnon, pastor of the First Presbyterian Church, in that city. "The Church," was the subject he spoke on. After his talk we had a fine dinner. The invocation was given by Walter W. Perry. We were dismissed with a prayer by Spurgeon Helms.

The boys from the school enjoyed the opportunity of attending this banquet and hope they may be able to attend other meetings of the church.

Football Standings

By Carlton Morrison, 9th Grade

League Number One

	Won	Lost	Tied
Receiving Cottage	2	0	0
Cottage No. 1	0	2	0
Cottage No. 2	0	1	1
Cottage No. 3	0	0	2
Cottage No. 4	2	0	0
Cottage No. 5	0	1	1

League Number Two

	Won	Lost	Tied
Cottage No. 9	1	1	0
Cottage No. 10	2	0	0
Cottage No. 11	1	1	0
Cottage No. 13	1	1	0
Cottage No. 14	0	2	0
Cottage No. 15	1	1	0

The scores of last Saturday's games were as follows:

Receiving Cottage 18 2nd Cottage 0
4th Cottage 42 1st Cottage 0
3rd Cottage 0 5th Cottage 0
9th Cottage 6 11th Cottage 2
10th Cottage 32 14th Cottage 0
13th Cottage 6 15th Cottage 0

The boys of Cottage No. 4 are hoping to beat the Receiving Cottage team, which has not lost a game in League Number One so far this year.

The Cottage Number Ten team has not lost a game since football was started at the School in 1943. The Receiving Cottage is next, having lost but two games.

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LIFE'S CHALLENGE

"And Alexander sat down and wept for new worlds to conquer." What an epitome of life this is! We are driven by an inner necessity to find a larger world in which to fulfill our selfhoods. But alas, how stupid our methods are!

All about us lie unconquered worlds, and we see them not. Infinite possibilities call to us on every hand—a flower pinned in a garden wall, a star studded in the jeweled crown of night, a child's wistful question, a human tear filled with joy or pathos, a singing poem, a baby's winsome face, the thrill of a symphony, a shout of ecstacy, a far-flung ambition. Who has sounded the depths, measured the circumference, or scaled the heights of those worlds which lie about us?

If we could but see that life is a perpetual challenge to our daring, we would indeed learn that its appeal to the vision within is none other than the voice of the divine calling us to leave the understood in search of the baffling, to forsake the discovered in exchange for the potential.—W. Waldemar W. Argow.

CHANGES ON STAFF OF CHURCH PUBLICATION

(N. C. Christian Advocate)

DR. A. W. PLYLER LEAVES THE ADVOCATE

Since November, 1921, when he succeeded Dr. Gillbert T. Rowe as editor, the Reverend Alva Washington Plyler, D.D., has been continuously at the helm of the North Carolina Christian Advocate. In 1928 he became assistant business manager as well as editor when his twin brother, Dr. M. T. Plyler, succeeded the Reverend T. A. Sikes as business manager and bceame associate editor; and in 1930 the two brothers who have made so large a contribution individually and jointly to the athletic, educational, literary, and religious history of North Carolina became editors and managers of the paper together.

Fortunately for the newly elected editor and business manager, Dr. M. T. Plyler will carry on in the office until the close of his conference next month; but Dr. A. W. Plyler concluded his term of high service at the Western North Carolina Conference last week.

Born in Iredell county on September 14, 1867, Dr. Plyler's ministry began after his graduation from Trinity College, when he was admitted to the Western North Carolina Conference and ordained in 1892. He served as pastor at Hot Springs, Pineville, Winston-Salem, Waxhaw, Asheboro, and Weaverville until 1904. From 1905 to 1907 he was presiding elder of the Asheville district and then for a year served the Salisbury district, when this writer first recalls hearing him preach. Dr. Plyler did graduate work at the University of Chicago in 1909, and returned to serve Trinity Church, Charlotte; First church, Lexington; Wadesboro; and Centenary church, Greensboro. He was presiding elder for the Greensboro district for a time before entering upon his duties as editor of the church paper in 1921. In 1932 Asbury College honored him with the degree of Doctor of Divinity, and in 1937 another D.D. was conferred upon him by his alma mater, now Duke University.

Dr. Plyler represented his conference at six General Conferences of the M. E. Church, South, and was a member of the Sixth Ecumenial Conferencce at Alanta in 1931. He was elected a member of the Uniting Conference of the Methodist Church in Kansas City in 1939. He had been a member of the Joint Board of the Sesquicentennial Celebration of American Methodism.

A member of the Editorial Council of the Religious Press of America, Dr. Plyler has been recognized far beyond the borders of his native state as a leader in religious journalism. He is also the author of "The Iron Duke of the Methodist Itinerancy" and joint author of "Men of the Burning Heart."

As Dr. Plyler gives up the arduous

tasks to which he dovoted his abilities for this quarter of a century, his brethren in the conference, his staff at the Advocate office, and we who are charged with the responsibility of keeping aloft the banner which he has carried so bravely and well, are one in wishing him many more years of happy and useful service in his retirement and in according him a hearty "Well done!"

DR. HENRY C. SPRINKLE, JR.

We are presenting to his friends and introducing to the Methodist public the new editor of the North Carolina Christian Advocate. We bespeak for him the finest cooperation of the pastors of two North Carolina Conferences and the fullest support of the 350,000 Methodists of the State. His personal heritage and academic training qualifies him to succeed.

A graduate of Trinity College in the class of '23, being granted an A. M. the next year, he made a good start in college education. Yale University bestowed on him a B. D. and his Ph. D. degree in 1929. He also did research work at Cambridge University in 1935-36.

Having joined the N. C. Conference in 1924, this young preacher was assigned to First Church, Rocky Mount as junior preacher and director of religious education. In 1929, he transferred to his home conference and he has served as pastor of Main Street, Belmont, Black Mountain, Central, Kings Mountain, and West Asheville.

Dr. Sprinkle was assistant editor, general board of education, 1930-35. He served as chaplain, U. S. N. R. 1942-45, having served 19 months overseas with rank of Lieutenant Commander since October 17, 1944.

The new editor had the good fortune to marry Miss Margaret Jordan in 1930, the daughter of the late Rev. H. H. Jordan, for many years an honored member of his conference.

Dr. Sprinkle comes to a responsibility position to edit a church paper in a day when the church is looked to for spiritual leadership in state and national life. Our congratulations and best wishes in this epochal hour.

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We read recently in an exchange that President Truman's humility is best illustrated in the words of his favorite motto: "It's what you learn after you know it all that counts."

PROGRESS OF THE PAROLEE

(Exchange)

There are three factors involved in the progress of the parolee. They are the parole officer, the public and the parolee. The effectiveness of the parole system hinges very largely upon these factors.

The parole system, now generally accepted as an advance step in rehabilitation of delinquents, is based on the assumption that it is to the inmate's advantage to undertake the serving of a portion of his sentence outside of the institution following a definite period of strict discipline and training within, providing he has shown under close custody hopeful tendencies toward the rebuilding of his life.

The parolee is, of course, still under the supervision of the institution from which he has been paroled. If during a prescribed period of time he successfully complies with all the provisions of the contract signed upon the day of his parole, and in the judgement of the Parole Officer of the institution merits complete severance from the institution he is given his release, and regains all the privileges which such returned freedom implies. Should he fail, he is then returned to the institution for futher close custody and training, and if necessary more drastic discipline. The successful carrying out of the provisions of the parole contract depends upon the proper functioning of the parole officer, the public and the parolee himself.

Without the efficient parole officer the parole system breaks down. The intelligent, helpful and patient supervision of the parolee by the parole officer is of utmost importance. If he can establish the proper contacts with the parloee from the outset he will become an indispensable aid in his rehabilitation. Mutual confidence and trust, and mutual understanding become the common denominator in the officer-parolee relationship. As a friend, counsellor and confidant the parole officer can become the parolee's greatest hope and inspiration for better living. As such the parole officer can be firm when necessary, but also fair and sympathetic. He may have to exert his authority as an officer now and then, but he is first of all a friend.

So important is the task of the parole officer who has under his charge a limited number of parolees that it calls for a high type of individual, with considerable understanding of human nature, and, in the case of young men and boys, a knowledge of the problems which youth face as such. He must, as a pre-requisite, have a personal and vital interest in the boy and his development. The great success of Father Flanagan at Boy's Town has grown out of his intense love for youth, especially the delinquent, and his ability to make the youth feel his own personal problems are shared by one who understands. In the parole system no person holds so important a place as the parole officer. His responsibility and the challenge of his job call for consistent and continuous study of the field of his operation, and the understanding of the circumstances involved in each individual case.

To do his most effective work, the parole officer needs the active cooperation of the public at every point where

the public is involved. After all some portion of society's contact with the delinquent youth was faulty or the boy would not have been committeed to an institution. The public must take its share of responsibility in restoring the youth to decent living wherever and whenever this is at all possible.

In every community from which the delinquent has come, or to which he goes, there are individuals or groups of individuals whose contact with the parolee are unavoidable. He cannot be shoved off into a corner. He cannot be isolated or ostracized. It may be the school, or the church, or the home, or the place of business, the club, or the street, or the hide-out. He is going to contact some or all of these groups. Their reaction to him, the attitude of individuals, the attitude of employing authorities, etc., will go a long way toward determining whether the parolee will go on sucessfully or become a recidivist.

The law enforcing agencies have much to do with the situation. They are involved often directly. Knowing a boy is a parolee they watch with a careful eye for possible violations. It is assumed that having gotten into trouble once or twice or oftener it is proable he will get into trouble again. Many of these officers of the law who are constantly in touch with delinquents go to great lengths to help one who shows any inclination to improve himself.

Whatever may be the contacts which the parolee makes with the public, it is to his best interests if the parole officer and the public work together to provide as favorable a setting for a comeback as soon as possible.

In the final analysis the parolee himself is the determinative factor. The situation in which he finds himself may be desirable or undesirable, and certainly not ideal in every respect. His own reaction to the situation determines the outcome. He may assume now that discipline is ended and his freedom is complete. His reaction from close custody may cause him to move too far in the direction of careless freedom. The lifting of restraints may lead to too great an assurance. The parolee must realize that the whole of his life is fraught with discipline, and that without self-discipline no well organized society is possible. He must also realize that the traditional attitude of the public toward the parolee is due in considerable part to the fact that many parolees have failed to merit the help which society has offered. This, of course, makes it more difficult for the parolees who sincerely desire to make good. But if he proves worthy he should be given a helping hand. When the parole officer or the public come to realize that the delinquent really needs them, and wants guidance, ready cooperation is not wanting.

Whatever can be done to improve the relationships established between these three factors, the parole officer, the public and the parolee will do much to increase the percentage of parolees who successfully fulfill their parole contract. Even at best there are unforeseen circumstances which often make for disappointing results. But be that as it may, approximately 85 per cent of the young men paroled from our institution complete their parole period and are released.

WHO TAUGHT THE BIRDS?

By Ken Anderson

Before the first fingers of frost begin etching gold and brown upon the green leaves, the birds—those feathered flowers of the forest and field—begin making preparations for the winter.

In fact, unknown to the casual onlooker, preparations begin before the passing of summer. The worn molt of the bird is replaced by new feathers—so that the body becomes more buoyant for the long migratory flight. Only two feathers are shed at a time. Thus the change is so gradual that it is not noticed. For some reason, birds shed first the central feathers of each wing. When the replacing feathers are partly grown, two more are shed—and so on until the change is complete.

Bright colors are exchanged for darker hues. The scarlet tanager, for instance, exchanges its crimson for green—so that birds of prey will be less likely to intercept it during its southern flight!

Each summer among the northern branches new birds are hatched. These have never made the long trip. So, for example, Father Robin takes his fledglings on long practice flights. Others, such as the grackles, swallows, and starlings, travel in large groups, But each of them makes a long trip across the countryside, both to toughen the wings of the older and strengthen the wings of the younger.

Beside this, the birds increase their daily ration. Seeds have begun to form where flowers once tossed their fragrance on to the summer breezes. Insects have hatched in great abundance. The birds enjoy a rich feast, and in so doing a substantial layer of reserve fat is laid up for the strenuous days ahead.

Soon plumed caravans set out for the South.

The bobolinks leave in July. They flutter through South Carolina the following month, are in Cuba in September, and so on down the Andes and across Brazil to the marshlands of the Paraguay River.

During the ensuing weeks and months, others voyage out of the North. By October, all are gone—except the tree sparrows, grosbeaks, and a few of their kind who choose to weather the wind of winter. The tiny blackpoll warbler go as far as 5,000 miles, while night hawks of the Yukon region journey to Argentina. The golden plovers of Alaska span the 2,000 miles between there and Hawaii without one stop-over!

Those who fly at great attitudes travel by day. Others, for fear of hawks, move only by night.

Humor sparkles within this enormous episode of nature. The Canadian humming bird, displaying the superiority of brain above brawn, nestles in the soft, warm feathers of southbound Canadian geese. Hunters, who have shot down the geese, have seen the little creatures dart away before their airliner crashed!

Precision marks these migrations. But none is so marked as that of the swallows who for one hundred and sixty years have kept two dates with-

out fail. They and their ancestors and the progeny have left the Mission of San Juan Capistrano, an old landmark along the California coast, on October 23, and have returned without fail on March 19 of the following spring! In fact, an advance guard of several hundred arrives the eighteenth of March, circles the mission, and flies back to inform the major flock that all is well! Crowds gather to hear the clatter of their wings as the birds arrive; and radio hookups have broadcast the sound from coast to coast.

How do these frail migrants find their way over long stretches without the aid of a compass? How is it that they can be marked and thus known to return on subsequent summers to the same cluster of trees? What mystic "beam" do they follow as they make their way through wind and rain along uncharted courses?

The answer to that question, asked by those of us who stands beneath these flights formations and thrill to the whistle of thrushes and the fluting of woodcocks, lies in the One who sees them from above; for he who made the birds took time to teach them, too!

———:———

If we don't stand for something, we'll fall for anything.

———:———

CITIES NEED OF EUROPEAN RELIEF

(The News Herald)

President Truman on September 17, in a statement on European relief, said:

"This government has abundant evidence that the American people are aware of the suffering among our Allies. They have also made plain their determination that this country shall do its full part, along with other supplying nations, in helping restore health and strength to those who fought at our side both in Europe and the Far East. It is an American responsibility not only to our friends but to ourselves, to see that this job is done and done quickly."

Commenting on the President's remarks J. Ed Butler, Chairman of the United War Fund for Burke County, said: "We are glad to know that some of the funds which we raised last year in our county have gone into Relief for Holland. The National War Fund informs me that we have recently shipped 219,375 pounds of canned vegetables, 1067 case of oleomargarine, 2,500 cartons of oatmeal, together with clothing, fabrics, kitchen utensils and portable stoves.

"If over half a million acres of North Carolina's best farmland had been flooded with salt water, as has been true in Holland, we'd be facing a major catastrophe for years to come. That's one reason why the people of our contry will help generously in the United War Fund campaign in October," said Mr. Butler.

FUNNY BOOTS

By Ruby Lawrence in Junior World

It was the end of the first week of school, and Sammy Johnson brought home a sealed note from his teacher. Sammy hoped that his mother would open the note right away, but instead she told him he could go out and play. The boys were in the midst of an exciting game later on when Sammy's mother called him in to supper.

"Aw shucks, Mom!" growled Sammy; "it was just my time to be captain! Can I go out again right after I eat?"

"No, Sammy," said his mother calmly. "I want you to study your times-tables. The teacher has asked me to help you learn them.

"Aw gee! Learn! Learn! Learn! That's all I'll hear from now on!"

Sammy pouted and frowned with his arithmetic book, and when bedtime came he was really glad.

He had snuggled down for what seemed only a few minutes when he heard a strange voice. Turning around he saw a little old man with a long, white beard.

"Hello, boy," said the little man; "did you say that you were tired of learning? Well, you surely should not have to if you feel that way about it. Just jump three times, as high off the ground as ever you can."

Sammy thought that was silly to do, but he jumped, three times, with all his might, and landed right in a pair of big, high boots.

Now, Sammy knew a boy named Fred Smith, who was very dumb and acted that way, and always wore big boots. The boys called him "Funny Boots."

"Whose boots are these?" asked Sammy of the little old man. "Oh, I see, they are just like Funny Boots wears. I don't want his boots he's too dumb."

Sammy tried hard to pull off the boots, but they stuck as if they were glued on. He looked for the little old man to have him help take off the boots, but he had vanished.

Sammy didn't know what to do. He got very much excited when he saw some boys across the way going to school, so he plodded along after them in his big boots. All the boys laughed at him.

When his class was called, the teacher read a story, but Sammy got everything mixed up. When the teacher asked him to tell what he liked about the story, he couldn't remember. During the reading lesson, Sammy couldn't pronounce the words, and didn't know what they meant. And all the boys laughed again.

Sammy slumped over in his seat with tears in his eyes. "Oh, I wish I could learn like other children!" he said almost aloud.

Just then the little old man appeared again, and with a twinkle in his eye said, "You really want to learn?"

"Oh, yes," cried Sammy. "I'd be the happiest boy ever if I could just learn!"

"That's right, my lad," the little old man said. "You will find that the more you learn the happier you will be. Now ,do just as I say. Jump

three times just as high as ever you can."

Sammy jumped higher than he ever did in his life, and—thump! He woke up and found himself sprawled on the floor near his bed. His mother came rushing up.

"Oh," said Sammy, "I'm getting up early to study my times-tables. I'm going to surprise the teacher and know every one of them perfectly today."

The next day Sammy told his mother his queer dream. "Mother," he said seriously, "I don't think I'll call Fred Smith 'Funny Boots' any more. I don't think his boots are funny at all!"

———:———

Quiet persons often lead more useful and interesting lives than their noisy friends.

———:———

LIFE'S JOURNEY

By David Spears

Life is a journey which all of us must make only once. Today's meeting together ends a mere portion of that journey for many of us Nelles boys who will soon receive our graduation diplomas.

Life has always been a struggle between success and failure. To most normal people it's an open challenge to succeed—not only for the reward of money or fame, but for the personal satisfaction that goes along with success.

True, life isn't all happiness. It has its ups and downs, pleasant and unpleasant moments. Young people of our age are inclined to believe that success is the atheringg of vast quantities of material wealth. Many older men and women, however, have found that true success is the ability to be self-sustaining, to obey those placed over us whether they are friendly or not, to help others who are less fortunate as much as possible, and most of all to protect and uphold those laws laid down by society—our fellow men.

Many people go through the world, wandering from place to place, going through life's journey aimlessly, but at the end of the journey, what have they to look back on? They can't say, "I did this—" or "I helped him—" They have achieved no security or personal satisfaction, but instead have wasted their lives in vain attempts to find selfish pleasure.

To you boys who will be leaving Nelles to take your place in the various cities, towns and communities of California, I hope you will benefit greatly by your training here at Fred C. Nelles School for Boys, and that your journey through life will bring you success and the personal satisfaction of achieving something worthwhile.

CHURCH SINGING

(Catawba News-Enterprise)

It has been our contention for a long time that churches are losing much of their religion through lack of congregational singing. Now the Rhamkatte Roaster comes along with an article in the Raleigh News and Observer expressing our feelings exactly.

The Raleigh paper has the following comment on the subject:

"I hain't heerd no truer words than what Chancellor Bob House used in a-tellin' Methodists what a church should be," said the Old Codger this morning. "Even if he air a high brow chancellor he hain't lost the old-time ways what air needed. He called fer 'a singing' church.' It air the big need. We didn't win World War I ontwell the boys got ter singing, an' they wuz singing' 'Praise the Lord an' Pass the Ammunition' as they licked the Nazis an' Japs. Singing' air evidence ov joy an' faith, an' I wishes I could hear some old-time singing' by all the congregashun.

"I hain't got nothin' agin the choirs dressed in nightgowns who kain't end er song without sayin' 'Ah-men' a dozen times. I feels like Amen—no 'Ah-men'—air enuff, an' when it air said one time I adjourns my devotions. Ef I had my way I'd abolish all vested choirs and I'd scatter the members through the congregashun so as ter insure congregashunal singin.'

"Bob House calls fer 'a singin' church.' I say Amen—not Ah-men. Ye kain't have a singin' church ef ye leaves it all to the choir. I went ter a church in Durham where the choir wus first-class, but arter singin' they seemed to disappear, bein' sort ov like Jack-in-the-Box. Ef we must have a choir I say let 'em not hide away arter singin' as in that Durham church. I like fer to look at the good-lookin' gals in the choir ef the preacher gives me anesthetics.

"I axed Bill Sykes, who used fer to sing, along with Larry Woodall, why he had quit singin' in church. He up an' said: 'We pays a choir fer to sing an' I let's 'em earn their money without me a-competin'. I has quit prayin' in church, too. How come? We pays the preacher ter pray. Let him earn his salary. An' I don't read the Bible lesson. How come? We pays the preacher ter do it.' "

The Old Codger ruminated awhile and then said: "I think Bill goes a leetle too fur. We ort to have the choir ter lead the econgregashun in singin' an' the preacher ter lead in prayin' an' Bible reading,' but that don't justify us in the pews not adoin' our part in singin' an' prayin'. Still, some folks like Bill feels that ef ye pay the chior and the preacher ye hain't gott no call fer to pray or to sing.

"I wishes when Bob House wuz a-tellin' them Methodists out in Hays's Bottom he'd brung his Jewsharp along an' sung 'em a revival hymn to the music ov his harp."

DO SOMETHING ABOUT IT

(Mooresville Enterprise)

What would you do if this were your situation? Your ship had been sunk and you have landed, alone, on a South Pacific island. You are wounded. Japs are everywhere. You have drunk all your water and you have lain down to die?

This was the situation of Hugh Barr Miller, Navy lieutenant, who was washed ashore on Arundel Island in the Solomons. When he woke up he was surprised to find himself alive.

"My situation looked pretty hopeless," he confessed, "but I determined to do some thing about it."

That sentence, "I determined to do something about it," saved my life. To me, it is one of the rules of life, for achievement, success and happiness—"do something about it."

In Miller's case it worked out perfectly. Starting with a broken pocket knife, he became a one-man guerilla army within the Jap line. He killed Japs with their own grenades, taken from other Japs washed up on the beach. Finally, he was rescued by an American plane and decorated for one of the world's most remarkable exploits.

You don't have to be wounded and alone, surrounded by enemies on a jungle island to profit by Lt. Miller's experience. Whenever anything in your life isn't as you would like to have it, don't despair: "Do something about it."

If you aren't as successful as you'd like to be, "do something about it." If you aren't as well educated as you would wish , "do something about it." If you haven't as much money as you need, "do something about it." If happiness isn't great enough to suit you, "do something about it." In short, whenever you want any condition changed—"do something about it."

Long ago Goethe remarked that the difference between man and animals is that man has the gift of directing his energy—the power to "do something about it." Use your power.

———:———

People, like boats, toot loudest when they are in a fog.

———:———

YOUTH—A CHALLENGE

By Rev. Dr. Paul Little

Notwithstanding the present worldwide holocaust, the youth of today has almost limitless opportunities for the building of a new world and the betterment of human society. Herewith we mention some of the youths of yesteryears and their accomplishments.

Alexander the Great conquered and ruled the then known world when he was a youth of 23. Sir Isaac Newton was 24 when he announced the law of gravitation. Shakespeare

completed 10 of his greatest plays at 32. William Pitt was prime minister of England at 24. Charles Dickens was 24 when he published the "Pickwick Papers" and 25 when he wrote "Oliver Twist." James Bryce wrote "The Holy Roman Empire" at 26. Napoleon commanded the French army at 27 and was crowened emperor at 35. Coming to our own country we observe the following: George Washington was a major general at 23. Thomas Jefferson was 33 when he drafted the Declaration of Independence. Benjamin Franklin at 26 wrote "Poor Richard's Almanac." Thomas Edison completed numerous inventions before he was 25. McCormick was 23 when he invented the reaper. At 29 Eli Whitney invented the cotton gin. Westinghouse was 23 when he invented the airbrake. The Wright brothers, sons of a Methodist bishop, invented the world-upsetting thing now known as airplane, in their early thirties.

What will happen to the future of America, and for that matter, any other country in the world, will depend upon how youth will meet their responsibilities as trained men, leaders, statesmen, soldiers. Let no one feel handicapped because of youth. Let no youth fear the right of things. At no time in the history of mankind has youth had the supreme challenge for dealing righteously, justly and truthfully as they have now. Of course, in achieving this high ideal youth is bound to encounter enemies on all sides but therein comes the Holy Challenge.

"To every man there openeth:
A way, and ways, and a way;
And the high soul climbs the high way,
And the low soul gropes the low,
And in between on the misty flats
The rest drift to and fro,
But to every man there openeth
A high way and a low—
And every man decideth the way his soul shall go."

Politeness is an asset to any man, even though for a moment adversity may have him in her grasp. If he knows how to be polite and gentle, the world will soon find him out, then he will be able to build from the ashes of defeat a mighty structure which will stand the winds and storms of adversity and rise like a tower to show men the possibilities of being kind.

—Selected.

A GOOD CREED

(The Speakers Library Magazine)

To this day that is mine, my country's and my God's I dedicate my all. My talents, every one, shall be held subject to the sight draft of the emergencies of others. I will enlarge my soul by cultivating love for those from whom I find myself recoiling. No man shall ever feel his color or his caste in my presence, for within my heart of hearts there shall be no consciousness of it.

The man who has fallen shall find in me a friend, the woman down, a helper. But more than this, those falling shall have my trust that they may stand again. The cry of every child shall find my heart, whether of need or aspiration. Not one of all the nation's "little ones" shall be despised. Cherishing every life of whatever land or race, and mindful of hidden struggles in all things, I will strive to help and to serve.

No word shall ever pass my lips that hurts another in things of face, form, station or estate. My own weaknesses, my foibles and my sins shall chasten speech and spirit and deny desecreation to prevert them. The vandal hands of lust and hate and greed shall not be permitted to despoil.

And thus I resolve, not because I am good, but that I want to be; not because I am strong, but that I feel weakness; not that I feel above others, but with all my soul I long to be of humankind, both helped and helper. So do I set apart my culture. So do I receive but to give others. So do I press humbly into the presence of the sacrificial Son of Man, crying out in eager consecration, "Let me follow Thee, Master, wherever the world still needs ministry, wherever life is still to be given for many."

Help me, Thou whose manger cradle brought democracy to light, to meet in my own worth democracy's final test and to my own great day be true.

WINNING WARS THE NEW WAY

(Boys Today)

When the English settled in New Zealand, as was the custom of all peoples, they attempted to secure as much land as possible. The Maori, one of the native tribes, refused to surrender their land. The British ordered troops against them to force a surrender.

The chief of the Maori called his people together, and addressed them. "My children," he said, "white soldiers are coming to take from us our land. Shall we take up arms against them and defend ourselves, or shall we return good for evil, as did Christ?"

The people were greatly concerned,

but decided to adopt the plan of returning good for evil. The chief then told the men and youths to collect in peaceful council in the village square. The women were to prepare their best cakes. Young girls and children were told to put on their festive garments and gather great quantities of flowers and wreaths.

When the British soldiers, two thousand of them, approached the village for battle, they were astounded when a procession of gaily dressed maidens and children met them, singing and dancing, and offering them wreaths and flowers in greeting.

Not knowing what was happening to them, the soldiers followed the procession into the village. There they were met by the friendly chief and his men, and invited to join the council ring. The women came with their cakes and food. There was nothing to do but sit down, eat and drink, and dance and sing. The slaughter that had been planned became a real festival.

Finally, the commander of the soldiers, ashamed but smiling, withdrew his men. And the land remained in the possession of the Maori.

THE MAN OF INTEGRITY

It will not take much time to delineate the character of the man of integrity, as by its nature it is a plain one, and easily understood. He is one, who makes it his constant rule to follow the road of duty, according as the word of God, and the voice of his conscience point it out to him. He is not guided merely by affections, which may sometimes give the color of virtue to a loose and unstable character.

The upright man is guided by a fixed princiule of mind which determines him to esteem nothing but what is honorable; and to abhor whatever is base or unworthy in moral conduct. Hence we find him ever the same; at all times the trusty friend, the affectionate relation, the conscientious man of business, the pious worshipper, the public spirited citizen.

He assumes no borrowed appearance. He seeks no mask to cover him, for he acts no studied part, but he is indeed what he appears to be, full of truth, candor, and humanity. In all his pursuits he knows no path but the fair and direct one, and would much rather fail of success than attain it by reproachful means. He never shows us a smiling countenance while he meditates evil against us in his heart.

He never praises us among our friends and then joins in traducing us among our enemies. We shall never find one part of his character at variance with another. In his manners he is simple and unaffected; in all his proceedings, open and consistent.—Chicago Scottish Rite Magazine.

SUNDAY SERVICE AT THE SCHOOL

Last Sunday was the fourth Sunday in the month of October, and as usual the speaker for the Sunday afternoon service came from Charlotte. Mr. Guy Carswell, a prominent lawyer and church worker in Myers Park Baptist Church, was the visiting speaker. The boys at the school were delighted to have Mr. Carswell come.

Mr. Carswell read the thirteenth chapter of First Corinthians for the Scripture Lesson, and used as the theme of his talk to the boys, "Love, the greatest thing in the world." The speaker first explained to the boys that Paul, in his letter to the Corinthians, as he was attempting to explain to them the greatness of love, compared love to other things in life. Through comparison, it was shown that though a person may possess other great things, his life amounts to nothing without the principle of love towards one's fellow man. It was explained that though one may have the gift of prophecy, though one may possess all knowledge, and though one may have a faith great enough to remove mountains, all these things, without love, amount to nothing.

In this connection it was explained that this feeling of sympathy for the other fellow, a feeling of warmth and interest and willingness to help another because of love towards others, always lightens the burdens of others and helps them meet their obstacles.

It was explained that once a person who was critically ill and had almost despaired of living, had his outlook on life changed because his friends visited him and showed their interest in him. His friends declared they believed he had a good chance to get well and that he would win in the battle. Then it was that the sick person declared, "I must get in the fight, myself."

In the second place, Mr. Carswell explained that in his letter to the Corinthians Paul gave a detailed analysis of the elements of love. It was explained that love has within is several different elements, such as kindness, generosity, humility, unselfishness and courtesy. In other words, the person who has the inner force of love, makes life more meaningful because love possesses these other desirable attitudes.

Paul, in his analysis of love, was trying to break it down into the component parts, just as a prism breaks down the colors of the rainbow that are to be found in a ray of sunlight. In this connection the speaker explained how fine it is for a boy to possess the attitude of a gentleman towards others and to be a good sport in playing games and to behave with courtesy towards others. Emphasis was also placed on the importance of a person always having an even temper and being able to keep himself free from anger. It was explained that when a person has within him the dynamic power of love his relationships towards others possess a sincerity and genuiness which rise above any sham, veneering or pretense.

In the last place, Paul in his letter to the Corinthians made a grand defense

of love. It was explained that love is the thing that never fails. Though prophecies fail, though tongues or languages pass away, though scientific knowledge becomes antiquated, the thing that never ceases or passes away is love. Love, therefore, becomes the permanent driving force in one's life. It is through love and service that one really becomes able to reach the ideals of his dreams for being great. Though Paul himself had on his hands the blood of the martyr Stephen, yet because he possessed love he became the great leader and preacher of all times.

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THE CHALLENGE OF OUR OPPORTUNITIES

A common failing is to ignore opportunities that are all about us and undervalue people with whom we are familiar. The proverb which Christ quoted in Luke 4:24, "No prophet is acceptable in his own country," suggests a stupidity that is common to most of us.

We can consider this truism from the standpoint of seeking for the unusual in the commonplace things of life. There are those who spend their days coveting the position and possessions of others, who might discover within their own circumstances enjoyment far beyond their fondest hopes were they not so blinded by their envy and greed.

How often through lack of perception we fail to recognize in some seemingly uninteresting person qualities of character which later bring them to places of prominence and power. Many men and women there are whose greatness is never recognized until they are dead. A prayer which we should utter more often is: "Lord, make me conscious of the worth of my friends and aware of the challenge of my opportunities."

—Rev. Milo F. Jamison.

COTTAGE HONOR ROLL

Week Ending October 25, 1945

RECEIVING COTTAGE

Thomas Brantley
Maynard Chester
Dean Harris
Harry Matthews
James Perkins
James Teague
Charles Young

COTTAGE No. 1

J. C. Alley
William Britt
George Cox
Horace Collins
Worth Craven
William Doss
Thomas Everheart
Edward Hambrick
Franklin Hensley
Robert Holbert
Jack Lambert
A. J. McCraw
David Prevatte
Benson Wilkins
Weldon Wiggins

COTTAGE No. 2

Harvey Arnette
Louie Ashe
Walter Byrd
Haney Cothrin
Rufus Driggers
Glenn Evans
Robert Furr
Gerald Johnson
Donald Kirk
Chester Lee
Robert McDuffie
William McVicker
Barney Mills
James Norton
Knox Norton
Robert Owens
Hayes Powell
William Phillips
Vann Robinson
Russell Seagle

COTTAGE No. 3

James Christy
Hugh Cornwell
Lindsay Elder
Emory King
Donald Redwine
Paul Wolfe

COTTAGE No. 4

Paul Carpenter
John Fine
Eugene Hudgins
Herman Hughes
Hobart Keaton
James Parker
Leroy Pate
Wesley Turner
Ernest Turner
Robert Wilkins
John Linville
James Stadler

COTTAGE No. 5

(Cottage Closed)

COTTAGE No. 6

Coy Creakman
Keith Futch
Clyde Hoffman
Nolan Morrison
Jerry Oaks
Leroy Wilkins
James Walters

COTTAGE No. 7

(No Honor Roll)

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Gray Brown
Thomas Corley
Conrad Cox
Ralph Gibson
Richard Johnson
Clifton Kerns
Gene Peterson
Thomas Wansley

COTTAGE No. 10

Raymond Byrd
Thomas Cottrell
Bernard Hiatt
Eugene King

William Mitchell
J. C. Michael
Donald Stutz

COTTAGE No. 11

Donald Bowden
Jack Gentry
Elmer Heath
Alvin Hilton
Fred Holland
Thomas Hyder
David Isenhour
Lee Lockerby
Arlon McLean
Kenneth McLean
James Phillips
Robert Phillips
Alvin Porter
J. C. Rhodes
Leon Rose
Ray Shore
Ralph Tew
Martin Walters
George Marr

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

William Black

COTTAGE No. 14

James Milloway
Landon McKenzie
Harold Kernodle
Lawrence Owens
John Roberts
J. H. Smith
Thomas Stallings
Thomas Styles
Ray Wooten

COTTAGE No. 15

William Best
Jack Crump
Henry Coffey
Elzo Fulk
Jack Green
John Green
R. V. Hutchinson
David Kinley
Marshall Lamb
Charles Stephenson

INDIAN COTTAGE

Ray Covington
Thomas Chavis
Donald Hunt
Alvin Hammond
Lacy Jacobs
Morrison Jacobs
Clyde Locklear
Weldon Locklear

INFIRMARY

(No Honor Roll)

———:———

THE STARTING POINT

Strip a small tree or shrub of its outer covering—its bark—and you will discover that every branch, every knot, every blemish that shows on the surface had its start in the tree's heart, where its mark plainly shows.

Almost everything grows from within. A lot of the disagreeable things that creep into our lives have their real beginning deep within ourselves. If the heart is kept right, life will be right. If our thoughts and ideals are kept clean and shining, our life will be clean and shining.—Sunshine Magazine.

THE UPLIFT

VOL. XXXIII CONCORD, N. C., NOVEMBER 10, 1945 No. 45

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APPARITIONS

Who goes there, in the night,
Across the storm-swept plain?
We are the ghosts of a valiant war—
A million murdered men!

Who goes there, at the dawn,
Across the sun-swept plain?
We are the hosts of those who swear:
It shall not be again!

—Thomas Curtis Clark.

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The Uplift

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

BROTHERHOOD

The crest and crowning of all good,
Life's final star is Brotherhood;
For it will bring again to earth
Her long-lost poesy and mirth,
Will send new light on every face,
A kingly power upon the race,
And till it comes, we men are slaves,
And traved downward to the dust of graves.

Come, clear the way then, clear the way:
Blind creeds and kings have had their day.
Break the dead branches from the path:
Our hope is in the aftermath—
Our hope is in heroic men,
Star-led to build the world again.
To this event the ages ran:
Make way for Brotherhood—make way for Man!

—Edwin Markham.

PREJUDICE THAT BLINDS

We are living in the era when it is probably easier to foster and promote prejudices in our relationships to others than at any other time in the history of mankind. In the violent and bitter experiences of recent years, the emotions of people have been in a state of flux, and there are grave dangers that we may come out into the new days of peace with ingrafted prejudices which we may never realize we possess. Truly, the agonies and the heartaches of recent years have been enough to test the metal and the fibre of our mental and

moral strength. This is a time when people should be steadfast in their convictions as to freedom and justice and equality of nations, but it is also a time when the world should rule out all hatred and prejudices toward others.

There are some questions which we should now ask ourselves with more meaning than ever before, such as the following: What is my attitude towards other races? What is my attitude towards other religions? What is my attitude towards those in other social levels? What is my attitude towards those in other economic stratas of life?

When a little child comes into the world with all the innocence of infancy, it has no innate or inherent prejudices. Whatever prejudices occur or evolve later, must be implanted in the lives of children by adults. It is, no doubt, true that it is esseneial that everyone possess some prejudices of the right sort. Otherwise, there is no stability or fixity of purpose. For instance, Jacobi, the philosopher, proclaimed these words: "To lay aside all prejudices is to lay aside all principles. He who is destitute of principles is governed by whims." However, it should be asserted that he is an ill-fated person who permits himself to become entirely ruled and governed by the passions of prejudices alone. Most people freely admit that there are always two sides to every question, and a good many people even subscribe to the theory that there are three sides to every question, "your side, my side, and the right side," but few there are who ever can put into practice in full measure the theory that there are really three sides.

Hitler, in his heydey of glory, is reported to have followed the theory that the people of Germany could be told falsehoods and told them so often that they would eventually begin to accept them as the truth. To him the bigger the falsehood, the better, because it served its purpose. Hitler and his colleagues knew the art of developing through propaganda the prejudices of the German people to the end that they could use them as they wished, for their evil purposes. The curse of the Axis nations was that the leaders of these countries were using the press and the radio to distort the thinking of people to suit their own convictions. As long as the people were ignorant, it was fairly easy to promote and foster their prejudices towards other nations. Generally, it is true that people who permit

their lives to be blinded and dominated by prejudices do not ever recognize the part that prejudices play in their lives. This is because prejudices blind people in their thinking.

A great scholar, Terence once said: "Human nature is so constituted that all see, and judge better, in the affairs of other men than in their own."

The philosopher Locke made the following comment: "Everyone is forward, complaining of the prejudices that mislead men, as if he were free and had none of his own. What now is the cure? None other but this, that every man should let others' prejudices alone and examine his own."

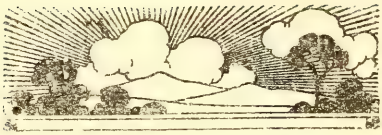
John W. Mills once proclaimed, "He that knows only his side of the case knows little of that."

Generally it is true that people procure their prejudices through their associations and experiences from day to day. Consequently, the prejudices which any person may have are subject to change. For instance, it has been said that prejudice is the child of ignorance. It has been said, also, that "He who never leaves his country is full of prejudices." Therefore, it seems that the more one knows and the more he has the opportunity of observing in other countries, and the more extended his associations with other people are, the less is the liability of his life being ruled by prejudices, and the more nearly can he see and understand the viewpoints of others. In this age when the world has been to a large extent made 'one world' the better are our chances of seeing the events of the hour through the eyes of other people. Here in America the soldier boys, as they have come from all parts of the United States, have mixed and mingled with each other, and to a large extent have forgotton many of the deep-seated prejudices of other years. This has been a long process of growth for the United States itself.

Then, too, it is true that our prejudices vary in the different periods of life. Small children have no prejudices, but they develop them as they advance through the years. In this connection, the philosopher Montaigne once asserted: "Every period of life has its peculiar prejudices; whoever saw old age that did not applaud the past and condemn the present time?"

In conclusion it may be said that great indeed is the person who

can distinguish between the dictates of petty prejudices and who can at the same time guide his own destiny by wholesome convictions which may be the product of prejudices; and great is the person who can see his own faults as he attempts to evaluate the prejudices of others.



LOCAL HAPPENINGS

Reported by Boys of the School Department

Radio Program

By Thomas Stallings, 9th Grade

Last Tuesday morning the radio program sponsored by the boys of the ninth grade and under the supervision of Mrs. J. C. Baucom, was one of a different nature from those given before. This program was on the life of Stephen Collins Foster, and several of the scenes were in play-like form.

Stephen Foster was born on the fourth of July, 1826. Foster took an unusual interest in music at an early age and continued his music studies into his early manhood. Stephen Foster gave us many beautiful songs of home which the American people love to sing. Two of his most famous songs were "Oh, Susanna" and "Jeanie with the Light Brown Hair." The latter he wrote for his wife Jane McDowell. Perhaps no one place influenced Foster in his song writing as much as did his home at Federal Hill which he made famous in the song "My Old Kentucky Home." It was while visiting Kentucky that he got the idea of writing his famous negro spirituals.

Stephen Foster died at the age of thirty-eight. As for worldly goods he left only a shabby purse containing thirty-eight cents, a penny for each of his youthful years. A slip of paper in his hand had on it these words, "Dear friends and gentle hearts." With these words Stephen Foster bade his friends, his family, and the world goodby.

The cast of characters were as follows: Stephen Foster, by Barney Mills. Dun, (his brother), Thomas Cottrell. Father, by Raymond Byrd. Mother and Jane, Gerald Johnson. Thomas Stallings was the narrator.

Cooperation at the Training School

By Charles Shore, 9th Grade

Cooperation at the Training School is necessary at all times. When the officers tell the boys to do something they should try to do it as quickly as possible. When the boys cooperate the officers never have to scold them. The boys should coopeerate with their teachers at all times, because they will learn more. If everyone at the School would cooperate the Training School would not be necessary, but as it is today it is probably more useful than it will be ten years from now. The Training School has been noted for the cooperation between the officers and boys. It the boys did not cooperate with Mr. Godown, our printing instructor, in trying to get The Uplift out, it would be a much harder job.

Poem

By Robert Lee, 9th Grade

The people are cheering the soldier boy.
They don't think of the ones who died
They only think of the ones alive.
Freinds of the ones who died,
They did not die in vain.

They died that this land could be free.

Football Standings

By Carlton Morrison, 9th Grade

Last Saturday each cottage played its third game and here is how each cottage stands:

	Won	Lost	Tied
Receiving Cottage	3	0	0
Cottage No. 1	1	2	0
Cottage No. 2	0	2	1
Cottage No. 3	0	1	2
Cottage No. 4	3	0	0
Cottage No. 5	0	2	1
Cottage No. 9	1	2	0
Cottage No. 10	3	0	0
Cottage No. 11	1	2	0
Cottage No. 13	1	2	0
Cottage No. 14	1	2	0
Cottage No. 15	2	1	0

The results of last Saturday's games are as follows:

Receiving Cottage 24 3rd Cottage 0
4th Cottage 14 2nd Cottage 0
1st Cottage 6 5th Cottage 0
15th Cottage 12 11th Cottage 0
14th Cottage 13 9th Cottage 0
10th Cottage 36 13th Cottage 0

An Interesting Study

By Barney Mills, 9th Grade

Lately we have been studying the ways to use a dictionary in our ninth grade English Class. We have learned a lot about the dictionary that we did not know before. We have learned to appreciate the dictionary. We have learned the different between an unabriged and a regular dictionary. We appreciate our teacher's help. Mrs. Baucom is our English teacher.

Show Saturday

By Thomas Wansley 9th Grade

Three boys from No. 9 Cottage had the privilege of going over town Saturday to see a show. Miss Evelyn Cruse, daughter of No. 9 Cottage officer and matron, took these boys over there. They rode over there and back on the bus. They went to the Carbarrus Theater to see "Radio Stars on Parade." The boys enjoyed this picture very much. The boys who went were Lewis Kerns, Clifton Kerns, and Thomas Wansley. We thank Miss Cruse for this privilege and her generosity very much.

Show

By Barney Mills, 9th Grade

"Whistlen in Brooklyn" was the name of the show Thursday. It was a comical picture produced by the M. G. M. Co. Red Skeleton and Ann Rutherford were the stars. Red kept the boys laughing while he dodged the police and captured a gang of criminals. The boys enjoyed the picture very much and are looking foward to see the one next week.

First Tackle Game at Jackson Training School

By Charles Young, 8th Grade

The boys at the school, under the direction of Mr. T. R. Adams, were defeated by the boys from Jackson Park in a game of tackle football. The score was 12 to 0. This was a very tough and muddy game because the field was wet by a slight rain. This was the first game we have played this season against outsiders. We are

going to play them again next Saturday and hope to score above them with a better organized team.

A Grand Occasion

By Jack Gentry 9th Grade

The boys of Cottage No. 11 for the past two Saturdays have picked cotton on a nearby farm to earn money to buy games for the cottage. Mr. and Mrs. H. T. Rouse went with the boys. Mrs. Rouse picked more cotton than anyone else in the first field. She picked 21 lbs. and Donald Bowden picked 20 lbs. Both Saturdays picking cotton we made a little over $19.00. Mr. Horne and his boys from Cottage Seven were present also but did not say how much they totaled because they picked in another field.

Boys are Baptized

By Gerald Johnson 9th Grade

Sunday night nine people were baptized at the Southside Baptist Church in Concord. Four of these people were Jackson Training School boys. The boys that were baptized from the school were James Maloney, James Christy, Talmadge Duncan, and Eugene Bowers. One of the other five to be baptized was Carol Wiggins, a former training school boy who lives in Concord. We hope these boys will make good their vows.

Items of Interest

By Gray Brown 9th Grade

Miss Oehler's third grade boys have been getting ready for Thanksgiving by drawing pictures and reading Thanksgiving stories. Miss Oehler has new flowers in her room, and her room is very pretty.

Mrs. Morrison's second grade boys have taken down their Hallowe'en decorations and are getting ready for Thanksgiving. They have been drawing pictures of turkeys and other things of Thanksgiving. They have been studying health and are drawing health pictures. Mrs. Morrison's room is well decorated and is very pretty.

Mrs. Dotson's fifth grade boys have decorated their room for Thanksgiving. They have a family of turkeys eating in the back of their room. They have a big picture in their room of the early setlers on the first Thanksgiving. They have also been modeling in clay. They have made different things out of clay. Some of the things they have made are knives, people, airplanes, ash trays, elephants and boats. Mrs. Dotson's room looks very attractive.

Mrs. Hawfield's Science Trip

By First Grade Class

Mrs. Hawfield and the first grade went on a science trip Tuesday afternoon. They went to get leaves, grass and other interesting things. Some of the boys found a spider carring her babies on her back. Donald Branch found the skeleton of a July Fly. We brought back wild flowers, colored leaves, moss, grasses, and nuts. We are going to make a science booklet when the thing we collected are passed down. All of us had a good time and hope we can go again sometime.

Declaration of Independence

By Raymond Byrd 9th Grade

In our ninth grade room we have a copy of the "Declaration of Independence." I think that "John Hancock," who was singer of The Declaration of Inlependence, was very clever saying "I will sign mine so big that the King of England will not have to use his glasses to read it."

These people were fighting for independence and got it, and now that they have gotten it "We must fight to keep it." On this coming Armistice Day we will think of all that happened on the first Armistice Day and just why we celebrate the 11th of November as Armistice Day.

B. T. U.—Intermediate Group

By Jack Gentry 9th Grade

We assembled in the auditorium after which we sang two songs. Mr. Crowder then introduced to us a few visitors they were as follows. Mrs. Johnson Erwin, Mr. Walter Perry and his son Billy, and Mr. Spurgeon Helms. Mr. Helms led us in a short prayer after which Mr. Perry put his dog Kate through her exercises for the boys' pleasure. Mr. Crowder dismissed us for our class, with a short prayer.

Mr. Iley was in charge of our program this week.The topic we studied was "In the Secret of His Presence." Gerald Johnson called the roll. Robert Lee gave the first part "God Promises His Presence." Second was by Jack Gentry, and it was "How May We Feel God Near." Third was by Gerald Johnson "Meeting God at a Worship Service. Fourth part was by Hugh Cornwell, "Feeling God Near in our Pleasures." The last part, "Finding God Near in Loneliness." was given by Charles Shore. We were then dismissed by Jack Gentry.

America, the Land of Real Freedom

By Harvey Leonard, 9th Grade

America is a land of opportunity for foreign people who come to this land to live. America is like a magnet drawing man, woman and child to her shores. Some 40,000,000 immigrants from foreign lands have come to America. This totals to about one third as many people in America at the present time, and about twelve times as many present in this country when the Declaration of Independence was written and signed. Living conditions have brought many of the immigrants over to America's shores. The opportunity to live in a free country and high wages delighted outsiders and brought them by hundreds. The desire to worship brought a lot of them over. The Puritans, Catholic, and other denominations came to this land to worship and believe as they wanted. Then some came over for money matters. The Spanish got gold and silver from this land, and others wanted to share her claim. We are very disappointed when we go after something and return without it. Are the immigrants getting what they came for? This want of freedom is it really worth traveling thousands of miles to gain.

Armistice Day

By T. L. Arnette 9th Grade

On the morning of Nov. 11, 1918 at

the stroke of eleven o'clock the World War I came to an end. The firing of guns ceased and the planes stopped bombing. From the tomb of the great Napoleon, once virtual ruler of Europe, a salvo of common announced to all Paris the signing of an Armistice that brought to an end a war greater and more destructive than any the Little Corporal could have imagined.

We now set aside the day for Armistice which is Nov. 11 at the stroke of eleven everybody bows his head for they know it is a time in which many Americans and many other people were killed.

When the Germans signed the Peace Treaty they signed with an understanding that they would have no more war. But that Peace Treaty did not last, for today we have had another war and have won. There were many million people killed during this war, and also many people have been left without homes and without food. We have many things to be thankful for. We still have the freedom of speech and freedom of worship and many other freedoms. There were no conditions in World War II. We just had a V day. World War II was probably the greatest war in history. Instruments may change, but war never changes.

———:———

SECRECY

Success in this life depends largely upon secrecy. The man who tells all he knows is never successful. Exercise your ears continually, but keep the brakes on your tongue. People are prone to talk too much, and often talk is idle, sometimes scandalous. Gossip is never in order, no matter where uttered.

Silence and circumspection are truly virtues.

Think a great deal, speak but little.—Selected.

HISTORY OF STONEWALL JACKSON TRAINING SCHOOL

By S. G. Hawfield

There is being prepared a history of the Stonewall Jackson Training School Since the School has been in operation over a period of approximately thirty-six years, the preparation of this historical sketch involves a considerable amount of investigation and research. Later on, the history will be published by the North Carolina Historical Commission. Already five chapters or divisions of the School's history have been completed, and the plans are to print these in THE UPLIFT, our local magazine from time to time.

The chapters which are complete are as follows:

Introduction.

Chapter I. Development of the sentiment for a training school in North Carolina.

Chapter II. Legislative enactment creating the Jackson Training School, and subsequent amendments.

Chapter III. Purpose and function of the Jackson Training School, past and present.

Chapter IV. Early beginnings of the institution.

Chapter V. Organizational set-up.

Chapter VI. Gifts and bequests.

(Continued From Issue of October 13, 1945.)

CHAPTER VII

Population Statistics and Related Facts.

The Jackson Training School was the first institution established in the state for juvenile delinquents, and at the time of its establishment it was designated as a training school for boys only. The institution opened its doors on January 12, 1909, and at that time one boy was enrolled in the records of the institution. From that time on, the institution has maintained a continuous record of operation. The enrollment grew steadily from the beginning until it reached its peak on June 1, 1929, at which time there were 530 boys on roll.

Due to the fact that the early records of the institution were not kept as systematically as they should have been, because no one at that time saw the importance of keeping records, it is now impossible to follow the population movements chronologically throughout all the intervening years. Unfortunately, the reports at the school were inadequate during the interval from 1922 to 1928, and as a result it is impossible to trace the school's growth in detail during that period.

No doubt, one of the most important facts regarding the school relates to the total number of boys who have passed through the institution. According to the records now avail-

able in the office, there have been a total of 5,870 boys committed to the institution for training and correction. This includes the enrollment as of November 2, 1945.

To the student of sociology and those who work in fields of social welfare, no doubt this chapter which deals with the population statistics and related facts will prove to be of greatest interest, for after all the institution was established and has continued to be operated over the years for the boys themselves. This is a fact which must be neither overlooked nor minimized. It seems now that from the available information anyone concerned with a study of the statistics of the boys at the institution should be able to get whatever information he wants from the facts that will be presented in this chapter.

(For interesting information relating to early population records of the School, see bottom of page 20.)

TABLE No. I

STONEWALL JACKSON TRAINING SCHOOL
Concord, North Carolina

Movement of Population Over a Period of Nine Fiscal Years, 1913-1922.

	1913 1914	1914 1915	1915 1916	1916 1917	1917 1918	1918 1919	1919 1920	1920 1921	1921 1922
1. In school first year	62	83	95	97	95	86	132	133	169
2. Admitted during the year	40	21	26	41	47	99	56	90	199
3. Total number under care	102	104	121	138	142	185	188	223	368
Separations during year									
4. Paroled during year	16	5	21	29	36	30	38	39	61
5. Making good their escape	3	3	3	14	18	16	10	14	14
6. Discharged upon leaving		1			1	7	7	1	3
7. Died					1				
8. Total separations	19	9	24	43	56	53	55	54	78
9. Number in school end of year	83	95	97	95	86	132	133	169	290
10. Average enrollment					90	105	120	125	188

Note: Source of information—Large red book, "Boys' Register," filed in vault.

Table No. I

In Table No. I, Section I, the statistics indicate that during the nine-year interval from 1913-1922 the highest enrollment at the beginning of any fiscal year was 169 at the beginning of the fiscal year 1921-22. The lowest enrollment during this period of time was 62 at the beginning of the fiscal year 1913-14. The average enrollment of these years was 106, and the total was 952.

Table I, Section 2 indicates that 619 boys were admitted to the Jackson Training School during the nine-year interval, and the highest number of boys entered in a single year was 199 in the year 1921-22. The reason for the great increase in that year, no doubt, was the fact that four new cottages were opened at the institution at that time, making available to the boys of the state the necessary accomdations. The average number of admission for this period was 69 boys.

In Table I, Section 3, the figures indicate that during this nine-year period there was a total of 1,571 boys in the care of the institution at one time or another, and the number of boys cared for was the highest during the year 1921-22, when 368 boys were cared for. The lowest number of boys cared for was in the year 1913-14, when 102 boys were cared for. The average was 175.

Table I, Section 4 reveals that 275 boys were paroled during this interval, 39 being paroled during the year 1920-21 and 61 paroled during the year 1921-22. The least number paroled during the nine-year interval was 5 in the year 1914-15 and average number paroled for this interval was 31 boys.

Table I, Section 5 indicates that 95 boys made good their escape from the institution during the nine-year interval; 18 during the year 1917-18, and 16 during the year 1918-19. During the years 1913-14, 1914-15, 1915-16, three boys made good their escape during each year. The average for the nine-year interval was approximately 11 boys each year.

Table I, Section 8 reveals that there were 391 separations during this nine-year period. In 1917-18 there were 56 separations, and in 1921-22 there were 78. The least number of separations occurred in the year 1914-15, when there were 9. The average number of separations for the nine-year interval was 44.

Table I, Section 9 shows that the total number of boys in the school at the end of the fiscal years of this nine-year period was 1,180. At the end of 1920-21 there were 169 boys enrolled, and at the end of the year 1921-22 there were 290. The least enrollment occurred in the year 1913-14 when there were 83 boys. The average for the nine-year interval was 131 boys.

Table I, Section 10 shows that the average enrollment at the school increased from 90 in the year 1917-18 to 188 in the year 1921-22.

A careful examination of this table reveals that the growth in population at the institution was not spasmodic, but that it was fairly gradual, except during the year 1921-22, when the increased facilities of the institution permitted the enrollment of larger numbers.

TABLE No. II

STONEWALL JACKSON TRAINING SCHOOL
Concord, North Carolina

Statistics for the Interval 1922-1928.

Years	Average Enrollments
1922-23	292
1923-24	342
1924-25	396
1925-26	398
1926-27	420
1927-28	471

In order to supply some information for the interval from 1922 through 1928, in Table II there are presented figures which indicate the average enrollment at the school for the six-year interval. During this time the average enrollment increased from 292 in 1922-23 to 471 during the year 1927-28.

Table No. III

Table III carries the statistical facts regarding the school population for a seventeen - year interval, beginning with the year 1928-29 and extending through the year 1944-45. This table reveals some additional details which were available and could not be given in Table I.

The statistics contained in Table III show that during the decade from 1928 to 1938 the population at the school hovered near the 500 mark. They also reveal that from 1938 until 1943-44, there was a gradual decline in the numbers enrolled at the school. It would not be possible to account for all this decline, but no doubt a large share of the credit, for it is a matter of pride, should be given to the increased efficiency of the various welfare departments of the 100 counties of the state of North Carolina. On the other hand, it is true, no doubt, that the large enrollments during the decade from 1928 to 1938 must be attributed to the devastating results of the depression upon the homes of the low income group.

In Table III, Section 1, the statistics reveal that the average enrollment, at the first of the year, for the seventeen-year period was 463. The highest enrollments were during the years 1929-30 and 1930-31, when the enrollments were 524 and 512, respectively. The lowest enrollments for this interval occurred in the years 1943-44 and 1944-45, when there were 342 and 353, respectively. The welfare departments, no doubt, have been able to increase their services to the children of the state because of the increased appropriations from the Federal Government, which are used for Aid to Dependent Children. It is probably true that the provisions for Old Age Benefits, made available through the cooperation of the federal and state governments, have tended also to reduce the juvenile delinquent loads.

Table III, Section 2 reveals that dur-

TABLE No. III

STONEWALL JACKSON TRAINING SCHOOL, CONCORD, NORTH CAROLINA

Movement of Population Over a Period of Several Years, as Indicated Below by Fiscal Years.

	1928 1929	1929 1930	1930 1931	1931 1932	1932 1933	1933 1934	1934 1935	1935 1936	1936 1937	1937 1938	1938 1939	1939 1940	1940 1941	1941 1942	1942 1943	1943 1944	1944 1945
1. In school first of year	511	524	512	494	496	488	495	480	463	507	486	474	446	431	377	342	353
ADMISSIONS DURING YEAR																	
2. Received on commitment	* *	* *	176	229	194	175	219	192	236	176	165	138	165	163	173	223	178
3. Conditionally released boys returned			12	12	12	14	12	21	21	17	16	14	6	13	12	22	35
4. Escaped boys returned			6	8	3	13	14	21	9	9	13	12	4	10	6	17	2
5. Transferred from other institutions			2		1	2						1					
6. Total admissions	245	238	196	249	210	204	245	234	266	202	194	165	175	186	191	262	215
7. Total number under care during year	756	762	708	743	706	692	740	714	729	709	680	639	621	617	568	604	568
SEPARATIONS DURING YEAR																	
8. Conditionally released	207	221	177	198	167	155	208	222	194	184	156	159	149	190	181	204	157
9. Discharged upon leaving										2	9	13	20	11	14	16	1
10. Making good their escape	25	28	29	35	49	30	49	24	28	34	40	21	20	39	25	30	19
11. Transferred to other institutions					1	1	2				1						1
12. Died		1	1			* 5							1			1	
13. Other dispositions			7	14	1	3	1	5		3					6		
14. Total Separations	232	250	214	247	218	194	260	251	222	223	206	193	190	240	226	251	178
15. Number in school end of year	524	512	494	496	488	495	480	463	507	486	474	446	431	377	342	353	394
16. Average enrollment	503	496	495	478	475	490	471	458	473	473	474	442	416	373	331	365	366
17. Normal capacity: (White boys: 470; Indians, 30.)	470	470	470	470	470	470	470	470	500	500	500	500	500	500	500	500	500

18. The largest number of boys ever enrolled was 530, on June 1, 1929.

(*) Two of these boys were killed while a. w. o. l., and riding a freight train in Charlotte.

(* *) Admissions for these two years were shown only by total.

ing this period the average number of commitments was 187. The largest numbers of boys committed were during the years 1936-37 and 1943-44, when 236 and 223 were committed. The lowest number of commitments were in 1939-40 and 1941-42, when 138 and 163 were committed.

Table III, Section 3 indicates that during a fifteen-year period 239 boys who had been conditionally released were returned to the institution. The largest number of returnees occurred during the year 1944-45, when there were 35. The average number of returnees, or recidivists, was 16. It is probably true that the large number of recidivists occurring in the last two years may be attributed to the unsettled conditions incident to the war. A good many boys who have been released, unfortunately have found home conditions terribly unsettled. Then, too, the policy of the institution in recent years has been to be a little more lenient about releasing boys, with the theory that it is good therapy to release boys after a reasonable stay at the institution, with the hope that they will make good at home, but if they fail, they may be returned for further treatment.

Table III, Section 4 shows that a total of 147 boys who had escaped from the institution were returned. The average number returned during the fifteen years was 10. The largest number of boys returned in any individual year was 21 in 1935-36. In 1943-44 there were 17 returned. The smallest number of boys returned was in the year 1944-45, when there were 2. In 1932-33 there were 3.

Table III, Section 6 shows that there was a total of 3,677 admissions from 1928 to 1945, with a yearly average of 216. The largest number of admissions occurred in 1936-37, when there were 266, and in 1943-44 when there were 262. The smallest number occurred in the year 1939-40 when there were 165.

Table III, Section 7 reveals that the total number of boys under the care of the institution during the 17-year interval, 1928-1945, was 11,556, with a yearly average of 680. The largest numbers were during the year 1929-30 with 762 and 1928-29 with 756. The smallest numbers were in 1942-43 and 1944-45, when there were 568 in each of these years. The data in this section should not be confused with the information which is presented herewith in Section 1. It should be explained that during any year the total number of boys in the care of the institution includes three distinct groups namely: those who are admitted during the year; those who continue on the rolls throughout the year; and those who are released during the year. In other words, the total of the boys under the care of the institution during this seventeen-year interval is 11,556, but actually only 5,870 boys have ever been enrolled at the Jackson Training School, from the beginning until November 2, 1945.
of these years.

Table III, Section 8 indicates that a total of 3,129 boys were conditionally released during the seventeen-year period, and the yearly average was 184. The largest number of boys released was in 1935-36, when 222 boys were given their releases, and the next largest number was in 1934-35, when 208 boys were released. The smallest number of releases occurred in 1933-34, when there were 155 boys released, and in 1938-39 there were

156 boys released.

Table III, Section 10 shows that a total of 525 boys made good their escape from the institution, with a yearly average of 31. It should be explained, however, that later on, after a lapse of one or two years, some of these 525 boys were returned to the school. The greatest number of boys making good their escape from the school occurred in the years 1932-33 and 1934-35, when 49 boys made good their escape. The smallest number of such boys was in 1944-45 when there were 19. The next smallest number was 20, in 1940-41.

Table III, Section 12 indicates that 9 boys died or were killed during this seventeen-year interval. Two of these were killed in an accident while they were fugitives.

Table III, Section 14 shows that there was a total of 3,795 separations from the school from 1928 to 1945, with an annual average of 223. The largest number of separations occurred in the year 1934-35 when there were 260. In 1935-36 there were 251. The least number of separations occurred in 1944-45 when there were 178. In 1940-41 there were 190.

Table III, Section 15 indicates that the average number enrolled at the school at the end of various years from 1928 to 1945 was 468, with a total of 7,762. The highest enrollment was in 1928-29 when there were 524, and the next highest enrollment was in 1929-30 when there were 512. The least end-of-the-year enrollment was in 1942-43 when there were 342.

Table III, Section 16 shows that the average annual enrollment in the 17-year interval was 446. The highest average enrollment occurred in 1928-29 when it was 503. In 1929-30 it was 496. The least average enrollment occurred in 1942-43 when it was 331. In 1943-44 it was 365.

Table No. IV

Table IV, Section 1 indicates the number and percentage of the enrollment that have been orphans. Records show that during the year 1931-32 there were 55 orphan boys at the school, which represented 11% of the total enrollment. However, during most of the existence of the school the orphans have represented only approximately 7% of the total enrollment. During the year 1943-44 there were only 9 orphans, which represented 2½% of the total, but during the next year the number increased to 23, or 6% of the enrollment. Generally it occurs that welfare officials and juvenile judges place the orphans in orphanages or in home placements; however, it sometimes develops that the boys for whom these placements have been arranged do not make satisfactory adjustments, and these boys develop the wanderlust idea, which leads them to run away and commit depredations or minor robberies. As a rule, orphanages are not equipped to handle cases of this nature, and it falls then to the lot of the training school to take them.

Table IV, Section 2 shows the number and percentages of boys who are half-orphans—that is, either the father or the mother was or is dead. The percentage of boys at the school whose fathers have been dead has run approximately 20%, and the percentage

TABLE No. IV

STONEWALL JACKSON TRAINING SCHOOL
Concord, North Carolina

Data on Home Status of Boys — (Biennially, 1929-1945)

Records of June 30th, in years shown	1929 1930	1931 1932	1933 1934	1935 1936	1937 1938	1939 1940	1941 1942	1943 1944	1944 * 1945 *
1. Orphans (both parents dead)									
Number	46	55	34	34	36	24	25	9	23
Per cent	9	11	7	7	7	5	7	2½	6
2. Half Orphans: Father dead									
Number	129	141	120	114	96	93	82	54	79
Per cent	25	28	24	25	20	21	21	15½	20
Mother dead									
Number	90	77	92	71	70	74	52	46	44
Per cent	17	15½	19	15	14	16	14	13	11
3. Foundling								1	
4. Parents living but separated									
Number	77	77	95	60	109	79	60	70	61
Per cent	15	15½	19	13	23	18	16	20	16
5. Total from broken homes									
Number	342	350	341	279	311	270	219	180	207
Per cent	66	70	69	60	64	61	58	51	53
6. Parents living and living together									
Number	173	149	154	184	175	176	158	173	183
Per cent	34	30	31	40	36	39	42	49	47
7. Total enrollment									
Number	515	499	495	463	486	446	377	353	390
Per cent	100	100	100	100	100	100	100	100	100

(*) This data not biennial, but for one year period.

of boys whose mothers have been dead has been approximately 15%. These percentages have remained fairly constant throughout the years. There is an interesting feature to this, in that the percentage of boys who did not have their fathers with them is larger than the percentage of those who did not have their mothers, which should probably be interpreted to mean that the mothers, from the standpoint of discipline, were not able to control or direct their boys.

Table IV, Section 4 indicates the number and percentage of boys whose parents were living but separated. Generally, this percentage has varied from approximately 15 to% 20%. The highest percentage in this group was in the year 1937-38 when it was 23%, and the lowest was in 1935-36 when it was 13%.

Table IV, Section 5 indicates the total number and percentage of the boys who have been from broken homes. This has varied from 70% in 1931-32 to 51% in 1943-44. The figures indicate that generally the percentages have run near 60%. One significant feature of this information is that it shows that the percentage from broken homes is probably on the decline, which of course means that the percentage of boys coming from the homes where both parents are living together is on the increase. Table IV, Section 6 indicates that the percentage of parents living and living together has ranged from 30% in 1931-32 up to 49% in 1943-44. The increase in the percentage of this group may be attributed to the abnormal conditions which have prevailed through the war period. Probably not too much significance should be attached to the trend which seems to prevail in this group at this time.

The total number of inmates that have been discharged honorably, dishonorably, conditionally or have escaped, and one accidental death, from the time the institution opened until October 1, 1914, is 105.

Number escaped	52
Number receiving honorable parole	48
Number receiving dishonorable parole	3
Conditional parole	1
Accidental death	1
	105

The above is on record on page 3 of Boys' Register which was in use at that time.

When considering the fact that one of the 105 boys separated from the school from its beginning until October 1, 1914, was by death, it means that 50% (52) made good their escape, 48 were honorably paroled, 3 dishonorably paroled and one conditionally paroled.

Tables V-A and V-B

One of the biggest problems in the operation of a training school such as the Jackson Training School is to determine how long a boy should remain at the school, or rather to determine when he should be released, with a reasonable degree of certainty that he will make a successful adjustment on the outside. Theoretically and legally a boy is expected to remain at the Training School until he has made sufficient progress and development to entitle him to a release. It is the responsibility of the school officials to determine when the boy is ready to go.

The boy's readiness for release is determined by four important factors: first, his progress in the day school; second, his development and growth in his work experiences; third, his record of behavior in the cottage, on the playground, and elsewhere; and fourth, his regard for his own personal and moral cleanliness. It is explained to each boy at the outset that he makes his own record, with the help, of course, of the school staff. It is also explained to him that the school can always do the most for the boy who does the most for himself.

It should be explained also that no boy is released from the Training School until the action has the approval of the superintendent of public

TABLE No. V - (a)

STONEWALL JACKSON TRAINING SCHOOL

Concord, North Carolina

Average Stay or Tenure of Boys Conditionally Released During Certain Periods.

(Data Covers Thirty Years—Five-Year Intervals)

Period	Number Boys Released	Average Stay Mo.	Days	Longest stay anyone in this group		Shortest stay anyone in this group	
1915, full year	7	37 mo.	3 days	49 mo.	9 days	29 mo.	16 days
1920, first 6 mos.	25	24 mo.	0 days	47 mo.	0 days	6 mo.	15 days
1925, last 6 mos.	37	29 mo.	1 day	51 mo.	12 days	14 mo.	2 days
1930, last 6 mos.	45	30 mo.	18 days	72 mo.	16 days	12 mo.	1 day
1935, last 6 mos.	105	31 mo.	29 days	69 mo.	16 days	6 mo.	24 days
1940, last 6 mos.	89	30 mo.	25 days	70 mo.	8 days	7 mo.	14 days
1945, first 6 mos.	79	22 mo.	0 days	53 mo.	15 days	10 mo.	15 days

Note: Sources of information—Boys' registers and the dates of admission and release as shown by individual files.

welfare in the county whence the boy was committed, or where his people live at the time of his proposed release. Primarily it is the responsibility of the welfare officials to place the boys when they leave the institution.

In Table V-A is some very significant and interesting information concerning the average stay of the boys who have been at the Jackson Training School. The statistics indicate that during most of the history of the school the average time of stay has been approximately 2½ years. During the year 1915 when only 7 boys were released from the school the average stay was slightly in excess of three years. Then during the first six months of 1920 the average stay is shown to be approximately two years, and this length of stay corresponds to the average stay which has prevailed during the past two or three years.

At the Training School there has developed a rather fixed policy, in the last three years, to try to avoid keeping boys too long lest there might develop in some boys the feeling that they are typical training school individuals. Frequently the remark is made that a boy has made about all the progress he is capable of making, and that the school has done about all for him that it could hope to do, and also that if the boy were to stay at the school five or six years longer he would not be greatly improved. It is regarded as a mark of progress that during recent years the length of stay seems to be decreasing. Much of the credit for this is due to the fact that the school now has a Reviewing Committee, which studies the case of each boy after he has been at the school for a period of about ten months.

This table also indicates that the longest tenure for any boy was a little more than six years, and that the shortest tenure for any boy was six and one-half months. This table also shows that the shortest average stay over a period of six months was twenty-two months during the first six months of 1945.

In Table V-B it is shown that sixty-four boys were released from the Jackson Training School during the six-months period from September 1, 1942 to February 28, 1943, and that ninety-one boys were released during the same six months of the following year.

It will be noted also that the tenure of the boys ranged from a few months to six years. Generally, those who remain for a long period of time do so for the reason that home conditions are such that the boys cannot be received in the home, and it is not always possible to make suitable home-placements for them. On the other hand, if boys are given early releases it is because they have made excellent records at the school during their stay. They may have the opportunity for getting employment or doing high school work, or entering the military service.

The average tenure of the boys during the first period was found to be 24.4 months, while it was 24.6 months during the latter period. Thus it is observed that the length of stay for the two periods was about the same. In other words, the boys remain at the Jackson Training School on an average of approximately two years. This seems to be a reasonable tenure, especially since it is not possible to rehabilitate permanently or to retrain a boy within a brief time of a

TABLE No. V - (b)

STONEWALL JACKSON TRAINING SCHOOL

Concord, North Carolina

Information Regarding Length of Tenure or Time of Stay

Months	Sept. 1942 to Feb. 1943 Inclusive No. Cases	Sept. 1943 to Feb. 1944 Inclusive No. Cases
70-74	2	1
65-69	0	0
60-64	0	1
55-59	1	3
50-54	1	1
45-49	3	2
40-44	1	2
35-39	5	8
30-34	4	9
25-29	8	13
20-24	11	16
15-19	8	11
10-14	15	15
5-9	5	5
1-4	0	4
	64	91
	Average Tenure: 24.4 months or 2 years 12 days	Average Tenure: 24.6 months or 2 years 18 days
	Median Tenure: 21.8 months or 1 yr. 9 mo. 24 days	Median Tenure: 23.3 months or 1 yr. 11 mo. 9 days

few weeks. It must be remembered that generally their patterns of behavior or conduct have been in process of formation over a period of months and years. It is generally recognized that whenever a boy has been adjudged to be a juvenile delinquent, it is the result of an evolutionary, or rather devolutionary, process in his life.

Perhaps the most significant fact revealed by the statistics listed above is that each boy's case is considered on an individual and personal basis. Naturally some boys respond much more readily than others, and the results are more satisfactory and more rapid. Some boys have had better advantages back home than others, and some have a much better outlook on life, because of better home prospects. Some are much more capable mentally than others. Some are more stable emotionally than others. These and other factors determine a boy's progress and development, and therefore determine his tenure at the school.

In releasing a boy there are always two dangers to guard against: first, releasing him too early; second, retaining him too long. Naturally, a premature release, before a boy has made up his mind to go straight, is an unwise procedure. All that has been attempted for the boy's betterment is practically wasted.

Likewise, it is certainly unwise to keep a boy in a training school too long, as has been said. When this is done, the boy's life tends to become institutionalized, and he tends to develop an attitude of depending on the government or someone to take care of him, instead of relying on himself. Futhermore, it is generally regarded as good therapy to release a boy, if suitable arrangements can be made, after he has spent 2½ to 3 years at the Training School and has made a reasonably good record, even though there may be some possibility that he would return later. The boy and his relatives then realize that he has had a chance, and that the responsibility for failing is theirs. It is generally conceded that the longer a boy stays at a training school and the more institutionalized his life becomes, the greater is the difficulty in bridging the gap between life in an institution and life on the outside.

All releases from the Jackson Training School are on a conditional basis, that is, if a boy fails to make good during a reasonable time, he may be returned to the school. Boys are given final discharges after several months of successful adjustments on the outside if the discharges are recommended by the local superintendent of public welfare.

Table No. VI

The data contained in Table VI indicates that the average age of the boys who have been enrolled at the Jackson Training School throughout the years has been slightly below 14 years. The average has hovered very near the level of 13.8 years. The data indicates that the lowest average for any one year was 13 in 1933-34 and that the highest average was 14.37 years in 1939-40.

The statistics in Table VI show that the greatest range in ages prevailed in the years 1929-30 and 1930-31, when

TABLE No. VI

STONEWALL JACKSON TRAINING SCHOOL

Concord, North Carolina

Average Ages of Boys Enrolled on June 30th of Fiscal Years Listed Below.

Also Number by Age Groups Present on Those Dates.

	1929-30	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36	1936-37
Average age in years of boys enrolled on June 30th of each of these fiscal years	13.6	14	13.8	13.6	13	13.7	13.8	13.8
Boys enrolled in following age groups at the end of each fiscal year:								
Seven years of age	1	2	1	2	1	2		
Eight years of age	5	2	6	9	2	1	3	
Nine years of age	7	7	8	9	11	3	7	3
Ten years of age	19	30	20	23	21	20	11	32
Eleven years of age	14	24	34	30	29	38	30	28
Twelve years of age	47	28	52	60	63	46	69	47
Thirteen years of age	78	70	75	79	77	74	103	97
Fourteen years of age	103	98	77	94	109	125	107	85
Fifteen years of age	119	118	132	92	108	93	62	137
Sixteen years of age	88	88	72	71	55	68	15	62
Seventeen years of age	24	21	19	16	15	10	4	11
Eighteen years of age	9	5	3	3	4			5
Nineteen years of age	1	1						
Total number enrolled at the end of fiscal year, or June 30th	515	494	499	488	495	480	463	507

TABLE No. VI—(Continued)

STONEWALL JACKSON TRAINING SCHOOL
Concord, North Carolina

Average Ages of Boys Enrolled on June 30th of Fiscal Years Listed Below.
Also Number by Age Groups Present on Those Dates.

	1937-38	1938-39	1939-40	1940-41	1941-42	1942-43	1943-44	1944-45
Average age in years of boys enrolled on June 30th of each of these fiscal years	13.9	14.15	14.37	13.8	14	13.5	13.6	13.79
Boys enrolled in following age groups at the end of each fiscal year:								
Seven years of age								
Eight years of age	2	1						
Nine years of age	3	1	3	1		1	3	3
Ten years of age	12	11	10	13	17	18	16	15
Eleven years of age	31	18	9	23	16	19	21	32
Twelve years of age	48	47	32	37	37	23	38	43
Thirteen years of age	75	62	66	53	45	67	72	60
Fourteen years of age	122	103	83	108	98	85	82	78
Fifteen years of age	121	139	135	96	94	83	72	94
Sixteen years of age	52	72	86	88	65	40	45	55
Seventeen years of age	18	15	17	12	5	6	4	10
Eighteen years of age	2	5	5					
Nineteen years of age								
Total number enrolled at the end of fiscal year, or June 30th	486	474	446	431	377	342	353	390

the ages ranged from 7 to 19 years. In this connection it should be noted that no boy has been enrolled in the school who was 7 years old, since 1934-35, and that no boy who was 8 years old has been enrolled since 1938-39. The statistics also indicate that no 19 year old boy has been enrolled at the school since 1930-31 and that no 18 year old boy has been enrolled at the school since 1939-40.

The statistics in this table show that the shortest age span for the boys prevailed in the year 1941-42, when the ages of the boys ranged from 10 to 17.

During the year 1944-45 there were three boys 9 years old, and ten boys 17 years old, and the other boys ranged in ages between these two.

In this connection it should be explained that boys in the state of North Carolina who have attained the age of 16 years are not eligible to be sent to the Jackson Training School. However, after a 15-year old boy has been sent to the school he may be retained until he reaches his majority. It should be explained also that no 9-year old boys are admitted to the school unless the action has the approval of the State Department of Public Welfare.

At the Jackson Training School it is the policy of the officials to segregate the small boys from the larger boys in the cottages. At the present time there are four cottages in which small boys are housed.

It should be explained, too, that since 1938 the Jackson Training School has had a cottage for Indian boys. The number of Indian boys has never been very large. In fact, it has ranged from six to twelve.

While it is true that the Indian boys live in a separate cottage, as a rule in their work experiences they mingle with the other boys.

———:———

There is nothing more beautiful than a rainbow, but it takes rain and sunshine to make a rainbow. If life is to be rounded and many-colored like the rainbow, both joy and sorrow must come to it. Those who have never known anything but prosperity and pleasure become hard and shallow, but those whose prosperity has been mixed with adversity become kind and gracious.—Selected.

SUNDAY SERVICE AT THE SCHOOL

Rev. Oren Moore, Jr., pastor of McKinnon Presbyterian Church, Concord, conducted the afternoon service at the Training School last Sunday. For the Scripture Lesson he read part of the second chapter of Isaiah, and as the text for his message to the boys, he selected part of the fourth verse: "And they shall beat their swords into plow-shares, and their spears into pruning-hooks; nation shall not lift sword against nation, neither shall they learn war any more."

At the beginning of his remarks, the speaker explained that at the time the part of the Bible just read, was written, the future of the people of Israel looked rather dark and gloomy. They seemed to have reached the end of the way. Each man was wondering what would be best for him — thinking only of himself rather than how he might be of service to others. Although God had brought them out of many hardships, they were still a selfish people. They had not yet learned the lesson of service in behalf of the people of other nations. It was then that God told the people of Israel, through the prophet Isaiah, that if they continued to have a warlike spirit, seeking to hurt and destroy, rather than to build up, they would surely end in slavery and suffering.

The speaker then pointed out how the prophet Isaiah told them to beat their swords into plow-shares and their spears into pruning-hooks. He also told them that a day would come when men would not think of being ready to fight, but would have their hearts and minds set on dwelling in peace and love with those round about them.

It is not at all impossible for nations to live side by side without fighting, said Rev. Mr. Moore. As an example, he called attention to the friendly relationship existing between the United States and Canada. There are several thousand miles of borderline between these two great nations, yet we see no huge fortifications or large armies massed along the border, ready to spring at each other in deadly conflict. These are peace-loving nations and the people have learned to love each other, and to carry on various types of business without getting into any serious difficulties.

The prophet Isaiah expressed a great hope, continued the speaker, when he said the time would come when men would forget war and its consequent suffering. As we look upon the world today such a condition seems to be a long way off. But we can still hope for it and bend every effort in our power to make it a reality.

Rev. Mr. Moore told the boys that World War I was called "a war to end all wars," yet in a comparatively few years, along came World War II, which made the other conflict seem like a little skirmish. Weapons of destruction were more powerful and more numerous than those used in any previous war in the history of mankind.

In this country, said the speaker, we have seen but one side of the great

war which was but recently ended. There have been great parades. Thousands of war heroes have come back decorated with all sorts of medals and ribbons, and they have been cheered by millions of people all over this great country of ours.

This side of the picture, continued Rev. Mr. Moore, is very dazzling and our emotions are deeply stirred when we see or read about the various victory celebrations. That, however, is not the side of the war that the people of Europe have seen, and it definitely is not a cheerful part of the picture. They have seen men, unshaven and dirty, weakened by the hardships of battle, struggling against overwhelming odds. They have seen innocent women and children by the thousands, ruthlessly and brutally tortured and put to death. They have seen the hospitals crowded beyond capacity with men badly wounded, who can hope for nothing better than to go through the remained years of life as hopeless cripples. They have also seen row after row of countless thousands of small white crosses for those who died in battle and now rest in peace.

Rev. Mr. Moore then told the boys the story of a famous painting, as follows: About three hundred years ago, Rubens, a famous German painter, painted a picture called "War." In the center of the picture stands the great figure of Mars, the Roman god of war. He wears a helmet and brestplate and in his hand is a huge sword.

Another figure in the picture is that of the Roman goddess of love. She is shown pulling Mars by the arm, as if trying to stop his war-like aims.

On the ground in front of Mars are shown figures which represent those whom he has ruined. We see a woman trying to protect her child, but both are killed and thrown aside.

In the background are two figures, representing famine and pestilence, hunger and disease always follow in the footsteps of war.

Rev. Mr. Moore stated that the story told by this picture was true three hundred years ago, and it is just as true today. War hasn't changed in all these years. Only the instruments of death and destruction have changed. Don't let anyone tell you, he added, that war is just a fine parade, in which one hears nothing but stirring music and cheers. War is that which kills and tramples into the dust all of life's finest things. When we think of war, he added, we should remember Rubens' painting, and we should never lose sight of the fact that it will wipe out the very best things we enjoy in life. War never builds, it destroys.

In conclusion, Rev. Mr. Moore told his listeners that in a few years they, together with other boys of their age, will be the men who will run our great nation. He urged them to remember that war is horrible, and not heroic. Rather than to seek to take advantage of other nations, he told them it will become their duty to try and make our nation so great, so kind that never again shall any of the world's many nations have cause to hate us nor have the slightest desire to go to war against us. If all the boys living now should grow into manhood, filled with the desire to make this ambition a reality, then will come the day when men shall forget war.

We should continue to hope for the time to come when every man shall have his own home, have his own life to live and never be in danger of having anyone try to take it away from him.

COTTAGE HONOR ROLL

Week Ending November 4, 1945

RECEIVING COTTAGE

Thomas Brantley
Maynard Chester
Dean Harris
Harry Matthews
James Perkins
Charles Reeves
James Teague
Frank Westmoreland

COTTAGE No. 1

J. C. Alley
Lyndon Barnett
Hubert Black
William Britt
George Cox
Worth Craven
William Doss
Edward Hambrick
Robert Holbert
J. A. McCraw
David Prevatte
Clay Shew
Harry Thompson
James Buckaloo
Curtis Butcher

COTTAGE No. 2

Louie Ashe
Walter Byrd
Glenn Evans
Gerald Johnson
Donald Kirk
Chester Lee
Harry Manus
Robert McDuffie
Barney Mills
James Norton
Hayes Powell
William Phillips
Melvin Radford
Russell Seagle
Charles Todd
Woodrow Davenport
Sterling Farrow
Patrick Ford

COTTAGE No. 3

James Arrowood
Joseph Case
Eugene Bowers
Thomas Childress
James Christy
Hugh Cornwell
Joseph Duncan
Talmadge Duncan
Lindsay Elder
Robert Helms
Emory King
Robert Lee
Lawrence Littlejohn
James Maloney
Donald Redwine
Kenneth Staley
Clyde Wright
Robert Woodruff
Connie Hill
Olin Sealey

COTTAGE No. 4

William Arrinton
Phil Batson
Clyde Brown
Eugene Hudgins
Herman Hughes
Hobart Keaton
William Meadows
Lacy Overton
James Parker
Leroy Pate
Wesley Turner
Ernest Turner
Robert Wilkins

COTTAGE No. 5

(Cottage Closed)

COTTAGE No. 6

Coy Creakman
Richard Davidison
George Jones
Nolan Morrison
Jerry Oaks
Leroy Wilkins

COTTAGE No. 7

Charles Cox
Glenn Davis
Charles Gibson
Donald Hoyle

Jack Phillips
Hubert Pritchard
Kirk Putman
Robert Shepherd
Ruben Vester

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Albert Allen
Gray Brown
Fred Coats
Thomas Corley
Conrad Cox
David Johnson
Edward Johnson
Richard Johnson
Clifton Kerns
John Linville
Gene Peterson
James Stadler
Vernest Turner
Thomas Wansley
Jack Wilkins
Lewis Kerns
Robert Kerr

COTTAGE No. 10

Jesse Black
William Burnett
Ernest Bullard
Raymond Byrd
Forest Cowan
Thomas Cottrell
Jack Gleason
Earl Godley
Robert Ham
James Hensley
Howard Jones
William Lane
Charles Lyda
J. C. Michael
Rodney Mintz
Carlton Morrison
Jesse Parker
Raymond Pruitt
Jack Williams

COTTAGE No. 11

Donald Bowden
Charles Davis
Elmer Heath
Thomas Hyder
David Isenhour
Lee Lockerby
George Marr
Arlon McLean
Kenneth McLean
Edward Morgan
James Phillips
Robert Phillips
Alvin Porter
J. C. Rhodes
Leon Rose
Ray Shore
Martin Walters

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

William Black
Luther Coble
James Hensley
James Williamson

COTTAGE No. 14

Howard Holder
Reeves Lusk
William Lerschell
James Milloway
Landon McKenzie
Harold Kernodle
Lawrence Owens
John Roberts
James Shook
J. H. Smith
James Spence
Thomas Stallings

COTTAGE No. 15

William Best
Jack Crump
Henry Coffey
Jack Greene
Marcus Hefner
David Kinley
Harvey Leonard
Marshall Lamb
Ralph Stewart
Coy Wilcox

INDIAN COTTAGE

Ray Covington
James Chavis
Thomas Chavis
Donald Hunt
Allen Hammond
Alton Hommond
Lacy Jacobs
Harvey Jacobs
Morrison Jacobs
Clyde Locklear
Carl Locklear
Weldon Locklear

Carolina
NOV 19 1945

THE UPLIFT

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THANKSGIVING DAY

God grant us grace to look on this,
Our glorious native land,
As but another princely gift
From His almighty hand.
May we prove worthy of His trust
And keep its every shore
Protected from the murderous hordes
That bear the torch of war,
And, be the future bright or dark,
God grant we never may
Forget the reverent spirit
Of that first Thanksgiving Day.

—J. J. Montague.

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

THANKSGIVING

There are those whose thanks will be for money,
And some for other forms of wealth;
Some will grateful be for life that's sunny,
And some will render thanks for health.
Some will gratitude express for power,
And most will think of selfish ends . . .
But who in this most solemn, sacred hour
Will think to thank his God for friends?

There are those whose thanks will be for living
Among the noble, good and great;
And some there are whose thoughts will be of giving
Prayers for the return of our nation's peaceful state;
And there are some whose intellect is greater,
To send their thanks for that above . . .
But who will recognize in his Creator
The source of all his power to love?

There are those whose thanks will be for pleasure,
And for their freedom from all ills;
And some will think of harvests of full measure.
And some the beauty of the hills,
Thanks for wisdom, virtue, some will tender,
And for family ties that bind . . .
But who to God will thanks sincerest render
For opportunity to serve mankind?

—Selected

THANKSGIVING DAY

The American people, according to custom, are on Thursday, November 22nd, observing Thanksgiving Day. The President's proclamation for this occasion has been issued and reads as follows:

"In this year of our victory, absolute and final, over German

Fascism and Japanese militarism; in this time of peace so long awaited, which we are determined with all the United Nations to make permanent; on this day of our abundance, strength, and achievement; let us give thanks to Almighty Providence for these exceeding blessings.

"We have won them with the courage and the blood of our soldiers, sailors, and airmen. We have won them by the sweat and ingenuity of our workers, farmers, engineers, and industrialists. We have won them with the devotion of our women and children. We have bought them with the treasure of our rich land. But above all we have won them because we cherish freedom beyond riches and even more than life itself.

"We give thanks with the humility of free men, each knowing it was the might of no one army but of all together by which we were saved. Liberty knows no race, creed, or class in our country or in the world. In unity we found our first weapon, for without it, both here and abroad we were doomed. None have known this better than our very gallent dead, none better than their comrade, Franklin Delano Roosevelt. Our Thanksgiving has the humility of our deep mourning for them, our vast gratitude for them.

"Triumph over the enemy has not dispelled every difficulty. Many vital and far-reaching decisions await us as we strive for a just and enduring peace. We will not fail if we preserve, in our land and throughout the world, that same devotion to the essential freedoms and rights of mankind which sustained us throughout the war and brought us final victory.

"Now, therefore, I, Harry S. Truman, President of the United States of America, in consonance with the joint resolution of Congress approved December 26, 1941, do hereby proclaim Thursday, November 22, 1945, as a day of national Thanksgiving. May we on that day, in our homes and in our places of worship, individually and as groups, express our humble thanks to Almighty God for the abundance of our blessings and may we on that occasion rededicate ourselves to those high principles of citizenship for which so many splendid Americans have recently given all.

"In witness whereof, I have hereunto set my hand and caused the seal of the United States of America to be affixed.

"Done at the City of Washington this twelfth day of November, in the year of our Lord one thousand nine hundred forty five and of the independence of the United States of America the one hundred and seventieth."

Harry S. Truman.

The days of Thanksgiving are as old as Nehemiah's calendar, or

older, and celebrations have been observed down through the centuries in many countries. If we go back into the Biblical literature of olden times, probably the most expressive selection of Scripture for the Thanksgiving holiday is the 100th Psalm, which reads as follows:

> Make a joyful noise unto the Lord, all ye lands.
> Serve the Lord with gladness: come before his presence with singing.
> Know ye that the Lord he is God: it is he that made us and not we ourselves; we are his people, and the sheep of his pasture.
> Enter into his gates with thanksgiving, and into his courts with praise; be thankful unto him, and bless his name.
> For the Lord is good; his mercy is everlasting; and his truth endureth to all generations.

In America the pilgrim fathers first gave to us the custom of celebrating the harvest season with a day of Thanksgiving. The first Thanksgiving proclamation was issued by Governor Bradford, and the day was observed on December 13, 1621. However, George Washington issued the first general proclamation for a day of thanks in the year 1789. It was in 1863 that President Lincoln called upon the nation to observe the last Thursday in November as a national holiday. This year the Thanksgiving Day will be observed, as has been the custom in the last few years, on the fourth Thursday of November.

America, as a God-fearing nation, owes much to that little band of Christian souls who, on that long ago Thanksgiving Day, under the cold canopy of a December sky, with the wind swept pine forest about them and the thunder of ocean waves down in the bay, reverently bowed their heads above their crude altars, and with Elder Brewster gave humble thanks to the Giver of all good. We can picture the distant time of rejoicing when at last there was corn and other foods in the cabins to tide the remnant of the settlement over the cold winter ahead, and when game was again plentiful in the woods. Desperate days were in the background, and faith was strong again. Their stout hearts were sealed with gratitude to a benevolent Providence, as they marched up to the little log church.

In The Uplift of 1944, at the Thanksgiving season, there was written this significant paragraph:

Of course, it is impossible for anyone at this time to put into the first Thanksgiving a meaning which it really did not possess. However, there are some very natural implications about which one may contemplate. In the first place, the Pilgrim fathers rendered their thanks to God because of the feeling that His Divine Providence had safeguarded them in their direst circumstances. They came to this new country with an indomitable courage and abiding faith in God, and even through the ordeals of their first bitter winter months they held steadfast to their faith. There were moments when there was great travail in their spirits, and no doubt a temptation to turn their backs upon God, but they did not. They endured hardships beyond description and even beyond our imagination. The future was dark and the shadows were thick and heavy, but their faith shone with a lustre that was unlimited in its brilliance.

Today, in America, there are many new reasons why this Thanksgiving Day which we approach should be observed with the greatest enthusiasm of all. The wars on two far-flung battlefields have been successfully concluded, and victory has crowned the efforts of our soldier boys. Today many of them are home or homeward bound. Those who are still on distant shores no longer hear the roar and din of fighting guns. Here in our own country the harvests have indeed been bounteous, and there seems to be now no reason why even the least should suffer from hunger, but there is every hope that all Americans will be cared for abundantly.

This is a time when we should thank God humbly for all the blessings that have come to us, and we pray He will give to us strength to move forward in the days ahead, still dedicated to the great principle of preserving justice and freedom throughout the world. As we think of the sacrifices that have been made to help us emerge into this glorious day, let us be ever mindful of the great responsibilities which are now thrust upon us.

* * * * * * * *

IDEALS IN LIFE IMPORTANT

The story is told of a great sculptor who acquired the finest skills of his trade. He not only had the skills of his trade for his hands but he also acquired for himself the grandest concepts of the art of sculpturing. From time to time he carved his masterpieces, representing in stone the most perfect expressions of the aspirations and

sentiments of his soul. In stone he represented the finest of his ideals.

The report is that after he finished each piece of art it was his custom to stand back at some distance and evaluate the standard and the quality of his work. He stood at some distance in order that he might obtain the proper perspective and that he might feel the impact of the impression that would be made upon him or any person who might view the object of his handiwork. From time to time, as he went through these experiences, scrutinizing his works of art with the sense of understanding possessed only by a master artisan, he always had the feeling that if he were to do the work over again, there were improvements which he would be sure to make.

Finally, this great sculptor had a conviction in his heart that his next piece of art would be his masterpiece—the perfect statue—and that it would represent Christ. He determined he would do this work with all the accumulated skill and with all the flaming ideals of his conception of sculpturing. With this determination in mind, he set about fashioning and finishing this piece of sculpture, which was to represent his supreme production in art. On it he did his best. After it was finished he stood back again to determine if he could discover any slight imperfections. It developed that he could not. One might guess that then the great sculptor had reason to be supremely happy. But what actually occurred was that he was very sad, for he recognized now that here was his perfect production and that when he continued to carve in the days ahead, from there on he would be on the decline. It is not known what transpired in his life subsequent to all this, but the hope is that he moved back the horizons of his concepts in art and that he discovered for himself other ideals or different goals towards which he might work.

This story has in it the essence of what generally transpires in the lives of individual people. It is evident that every normal person has within his soul the aspirations which tend to lead him on towards the accomplishment of greater and greater things in life. Too often, the tragedies in life come when people reach, early in life, the peak of their accomplishments and start on the road of downward movement. It is universally known that some people in life become old at a much earlier age than do others. The mere measurements of years seldom ever tell the story of the inner man.

At the present time the world is in greater need of men of ideals than ever before in its history. Great wars have just been fought to preserve the spiritual values of life. America itself has engaged in a great struggle, and without any thoughts of conquest or aggrandizements. The essence of the purpose of our fighting a great war has been to preserve for mankind the spiritual freedoms of life—freedom from fear, freedom from want, freedom of worship, and freedom of speech.

The great challenge at this hour, before which we stand, is whether or not, after being triumphant on the battlefields of the world, we can now triumph with equal splendor in this spiritual realm where ideals alone guide and predominate. This will be the test of the magnitude of our statesmanship and our scholarship. It will be the test of the quality of our Christian religion. When the nation deals in these areas it is performing in the realms of the intangible, where the yardsticks of materialism have no measurements. What our nation shall accomplish in these critical hours, of course, will depend upon the comprehension and the understanding of our leaders, to a large extent, but it will also depend upon the understanding of each and every individual, who is a component part of the nation. Let us hope then that we shall be able not only to match the splendor of the achievements of our armies in victory, but that we may far outdistance or surpass it in the courts and councils of peace. If we fail to measure up, it will be because we have failed in our most important test.

In Shakespeare's "Julius Caesar" there is this significant statement which should move us at this time: "The fault, dear Brutus, is not in our stars but in ourselves, that we are the underlings."

Mr. Walter W. Head, a great Boy Scout leader of America, once said: "Ideals are like stars; you will not succeed in touching them with your hands, but like the sea-faring man on the desert of waters, you choose them as your guides, and following them, you reach your destiny."

Many years ago the men who sailed their boats on the blue Mediterranean Sea never saw farther than the waters of this one sea. At the Rock of Gibraltar, where the Straits carry out into a large ocean, there was a sign in the minds of those inhabitants of the shores of the beautiful blue sea, "Ne plus ultra,"—"Nothing beyond

here." They were afraid to venture farther. But in the year 1492 there came a man who saw into the distance, whose mind had visions of another continent, and Columbus fashioned the message which has stuck in the minds of men from that time on, "something farther on."

In the span of the lifetime of every person, of course, childhood and youth are the periods when ideals begin to stir the currents of life, and when individuals begin to have their greatest visions of the possibilities of life. It is in these periods of life when every individual starts out on his pathway of conquests, and it is highly important that every person who deals with young folks seek to implant in their lives the proper ideals, and so implant them that they may become a basic and permanent part of the philosophy of life for the individual.

The preachers and the teachers of the land and the parents of the boys and girls have a profound obligation at this point, one which should challenge them to their greatest efforts. At the present time the United States is observing American Education Week, and people everywhere in all stations of life, in all the various communities of the nation, and in the institutions which compose such a vital part of our national life, the leaders are evaluating again what should be the goals and the ideals of our educational system. We are now in the midst of a crisis, both for the schools and churches. We find ourselves daring to proclaim that we shall establish in the conquered nations of Europe and Asia a new pattern of education that shall lead the people away from totalitarianism and into new ways of freedom through democracy. The hope, then, is that as we attempt to fashion this program for the other nations of the world, our own country, shall possess the most perfect example of such a program.

The challenge is before us. We see the goal towards which we move; we have the ideals which beckon us onward; and the question is, "Can we show that we possess the intelligence, the skill, the Christian principles of living, and the will to lead on in this critical time?"

In the words of Franklin Delano Roosevelt, let us say, "We can, we must, we will."

LOCAL HAPPENINGS

Reported by Boys of the School Department

Armistice Day Program

By Thomas Wansley, 9th Grade

Sunday, November 11th, was Armistice Day all over America. This was a great day of celebration because it marked the end of World War I. This is not a day just to get out and drink and have a big time, but to go to church and thank God for all the sacrifices men made in World War I and to be thankful that World War II is now ended.

Here at the Training School we had an Armistice Day program. This program was gotten together By Mr. J. W. Hines, the principal of the school, and Mrs. Frank Liske, one of our cottage matrons. The program was based on what every one has to be thankful for. There were two parts to our play. The first part began with a song, "America," by every one. After this Gerald Johnson read the Scripture Lesson, Genesis 1:1-25. Then he said a prayer. Following this, Howard Jones said "The American's Creed." Then everyone stood, repeated the pledge to the flag, and remained standing and sang "America, the Beautiful." Then came a dialogue, "The American Boy," by Gray Brown and Thomas Wansley. Thomas Cottrell then read a poem entitled "Great, Wide, Beautiful, Wonderful World." At the conclusion of this reading, the ninth grade boys sang "This is My Father's World." Arlon McLean continued with a poem, "Trees." This was the end of Part one. The announcer was Thomas Wansley.

Part two of the program was a play, called "The United Nations." The play started with two school boys walking home from school. They were to have a test in school the next day on all of the countries of the world. One boy, Jack, did not know his and did not care. He had not been studying or paying attention on class. All he thought of was not being able to get chewing gum, candy bars and juicy steaks on account of the war. His schoolmate went on home and left him, expecting him to study his lessons, but he had no intention of studying them. Then "Victory" walked in He knew Jack's situation and asked him to come with him to the court of flags. "Victory" asked a boy to call in the different nations. They began to come in and tell their viewpoints in the war and what they had to be thankful for. Some sang a foreign country song. Mrs. Liske also played some of these songs on the piano. Jesse Hammond represented Africa. He sang the song "Snowball." This song was the biggest hit of all.

After all the countries had come in and told what they had to be thankful for and had finished singing, Jack realized what a fool he had been. He then left and said, "I'll bet I'll really make good grades on that test tomorrow." Just then an American soldier came marching in with a rifle pointed at a Jap and German prisoner, and made them place their flags in a large stand. The other boys then began marching by the stand, singing as

they marched, and placed the flags of their countries on the stand. As this was ended, every one stood and sang "The Star-Spangled Banner," and the boys all marched off the stage and out of the suditorium.

The costumes were what really made the program stand out. We have Mr. Hines and Mrs. Liske to thank for all this. We are really grateful to them. All of the visitors, boys, officers and matrons enjoyed this program very much. We would never be able to count all the comments received on it.

B. T. U.—Intermediate Group

By Jack Gentry, 9th Grade

The subject we studied last Sunday was 'What Can My Union Mean to Me?" Mr. Beck was in charge of the group. The first part was an introduction by George Guyton. The second, by Ralph Gibson, was "A Backward Look." John Fine had the third part, "What it is all About." The fourth part, "One Aim," was given by Bobby Summersett. The last section, "My Part," was given by Paul Wolfe. We then talked about how to improve our parts of the programs. Hugh Cornwell then gave out the parts for next week, after which he dismissed us with a short prayer.

B. T. U. Surprise

By Jack Gentry, 9th Grade

The boys remained in the auditorium after church. Under the direction of Mr. J. W. Hines some of the boys put on a short program. Thomas Wansley was the announcer.

The program opened with a song "America" by the group. Gerald Johnson read the scripture, Genesis 1:1-25 verses after which he said a prayer. Howard Jones recited "The American's Creed." We all saluted the flag and sang "America the Beautiful." Gray Brown and Thomas Wansley then gave a dialogue. The program ended with a song "This is My Father's World" by the ninth grade boys in the B. T. U. group and a song "For Jesus" by the third cottage boys. We then went into our classrooms.

Radio Program

By Raymond Cloninger, 9th Grade

Last week Miss Oehler's third grade boys went to the radio station. They sang three songs entitled: "For Jesus," "Robin Redbreast," and "Can a Little Child Like Me."

After that Mr. Hawfield told about the various departments of the school. He also told about the work and who was in charge of the departments. The first is the bakery. Here the bread, cakes, and pies are baked for the whole school. Mr. Liske is in charge of this department.

Next is the carpenter shop. Mr. A. L. Carriker is in charge of this department. The boys in this phase of the work make all the repairs necessary at the school.

The school boasts its own barber shop. Mr. T. R. Adams is the supervisor. Here the boys' hair is cut regularly.

The print shop is an interesting place, Mr. Leon Godown is in charge of this department, Here the weekly school paper, "The Uplift" is published.

The cannery is another place of interest. Here all the canned foods

for the school is prepared. The boys all enjoy this work very much.

Thanksgiving Time

By Harvey Leonard, 9th Grade

Thanksgiving is a time for every person in this country to show that he is thankful to live in such a free nation. Every person should give thanks to God because He and none else made it possible for us to live in this country and to be able to celebrate this day by giving thanks to Him and helping others to know what freedom really is. What have you to be thankful for? This question is brought before millions of people on Thanksgiving Day. Just what have you to be thankful for? You should be thankful that you can worship God as you please. You should be thankful that God has made this a free nation. There are millions of reasons why you should be thankful. We don ot know really what it is to be thankful like the pilgrims on landing on America's shores. They were thankful to have had God's guidance to this country of freedom. They gave thanks to God which was the first Thanksgiving Day in this land. God's guidance brought these people to this land that they might be free and they were thankful.

Receiving Cottage-No. Four Game

By Charles Young, 9th Grade

Last Saturday No. 4 and the Receiving Cottage met on the new football field and had a very good game. No. 4 kicked off to the Receiving Cottage and the game was played in No. 4 territory the first half, but No. 4 came back in the second half with a winning spirit in their blood. In the third quarter things started to roll for No. 4, on their own 40 yard line No. 4 made a suprise punt that put the Receiving Cottage on their own 10 yard line and kept them there. Phil Batson No. 4 left back carried the ball over for the first score of the game. With about 4 minutes left to play Gene Hudgins No. 4 fullback, intercepted a pass and took the pigskin over for another six points. Both tries for extra points were no good, making the total score 12-0.

The Show

By Garmon Hubbard, 9th Grade

The picture for last Thursday night was a Republic production entitled "Hoosier Holiday," starring the "Hoosier Hotshots." This picture was about the work the farmers of America were doing to help win the war. All the boys enjoyed this picture very much.

Thanksgiving Day

By Thomas Stallings, 9th Grade

The first Thanksgiving Day was celebrated in the year 1621. This day was set aside by Governor Bradford after the first hard year of the settlement of Plymouth. During that time almost half of the colonists died. When Governor Bradford announced the setting aside of Thanksgiving Day great were the preparations—the few women in the colony spent days boiling and baking and roasting; as guests there were more than 80 friendly Indians, who furnished most of the wild game for the feast. The first Thanksgiving was not merely a feast—there were prayers and sermons and songs

of praise; and three days had passed before the Indians and the colonists returned to their work. From Plymouth the custom spread to other colonies, until in time the governors of each colony issued an annual Thanksgiving Day proclamation.

And so, up to this day we continue this wonderful thing which was started by our forefathers. But to us what does this day mean? Is it to you a day of feasting? Our forefathers meant for this to be a day of thanks to the Lord. We can never observe Thanksgiving Day in the sense that they did. You can imagine how they did feel after that first long, slow, year of starvation. Surely they would not have been human if they did not feel like giving thanks to the Lord.

Down through the years has passed this American custom. This Thanksgiving which should really be a "Day of Thanks" when all of our loved ones are returning from overseas. We should offer our humble and reverent thanks to God.

Items Of Interest

By Gerald Johnson, 9th Grade

Recently two of the boys have gone to their homes. The two boys are Jerry Smith, Kings Mountain and Carlton Morrison, Southern Pines. We hope that these boys will do good.

Sunday two of the former school boys visited the school. They were Ezzell Stansbury and William Poteat.

Harvest Time at The School

By Charles Young, 9th Grade

For the last week the work lines under the supervision of Mr. Rouse, Mr. Peck, and Mr. Horne and the barn force have been shucking corn in the fields and hauling it to the barn. This corn and fodder will be used this winter to feed the cows, horses, mules and pigs.

Thanksgiving

By Kenneth Staley 9th Grade

Thanksgiving comes in the month
of November,
This month brings joy to all.
Thanksgiving Day I will always
remember
The Day when thanks is given to
God by all.
Thanksgiving day is a day of grace
When all the people should be
thankful
We should all join in the race
To make this Thanksgiving peaceful.

THE USE OF POWER

It is not the power, but the use of power, which is good or bad. The truth applies to any power, spiritual, legal monarchial, political, personal.

Power is without either virtue or vice; the user may use it well or ill, as he pleases.—Selected.

HISTORY OF STONEWALL JACKSON TRAINING SCHOOL

By S. G. Hawfield

There is being prepared a history of the Stonewall Jackson Training School Since the School has been in operation over a period of approximately thirty-six years, the preparation of this historical sketch involves a considerable amount of investigation and research. Later on, the history will be published by the North Carolina Historical Commission. Already five chapters or divisions of the School's history have been completed, and the plans are to print these in THE UPLIFT, our local magazine from time to time.

The chapters which are complete are as follows:

Introduction.

Chapter I. Development of the sentiment for a training school in North Carolina.

Chapter II. Legislative enactment creating the Jackson Training School, and subsequent amendments.

Chapter III. Purpose and function of the Jackson Training School, past and present.

Chapter IV. Early beginnings of the institution.

Chapter V. Organizational set-up.

Chapter VII. Population statistics and related facts.

(Continued From Last Week.)

CHAPTER VII (Continued)

Population Statistics and Related Facts.

TABLE VII

STONEWALL JACKSON TRAINING SCHOOL

Concord, North Carolina

Home or Residential Background of Boys, Biennially.

Years	1915*	1930	1932	1934	1936	1938	1940	1942
Boys from farms								
Number	19	175	164	156	140	151	155	130
Per cent	18.3	34	33	31.5	30	31	35	35
Boys from villages or cities								
Number	85	340	335	339	323	335	291	247
Per cent	81.7	66	67	68.5	70	69	65	65
Totals	104	515	499	495	463	486	446	377

(*) For fiscal year 1914-15.

The data in Table VII indicate that about one-third of the boys at Jackson Training School have come from the farm, while the remaining two-thirds have come from villages and cities. The percentage from the farm in the period from 1930 to 1942 ranged from 30 to 35, whereas the percentage from urban areas ranged from 65 to 70.

In some of the early records of the school it was found that during the year 1914-15 the percentage of boys from the farm was only 18.3%. The total enrollment at that time was 104. In regard to these facts, it seems safe to assume that the percentage of boys from farm homes would naturally be smaller than it came to be later on. As far back as 1915, very little of a constructive nature was being done for delinquent boys anywhere in the state, and this was particularly true in the rural areas. However, since 1930 the ratio between farm and urban boys has remained fairly uniform.

TABLE VIII

STONEWALL JACKSON TRAINING SCHOOL

Concord, North Carolina

Family Relationships of Boys

Years	1938	1940	1942
1. Boys having brother or brothers at school	102	73	51
2. Boys who have had brother or brothers at school in the past	63	58	61
3. Boys who have brother or brothers in similar school	27	16	13
4. Boys who have had brother or brothers in similar school in the past	25	21	15
5. Total of boys whose brothers or sisters are or have been in institutions:			
Number	243	190	153
Per cent	50	42.5	40.6
6. Total school enrollments	486	446	377

The statistics in Table VIII show that slightly more than 40% of the boys who have been at the Training School throughout the years have had a brother or sister in this or some similar institution. The data available for this table extend over only a brief period of time, but the information seems to be important enough to present, and it is hoped that at a later date further comparisons may be made. It is, of course, quite interesting to note that 4 out of every 10 boys coming to the Training School do apparently come from homes in which juvenile delinquency is characteristic.

An additional study reveals that the total number of boys that have been enrolled at the Training School throughout the years up to November 13, 1945 is 5,871. These boys come from various parts of the state, and years represent 5.397 different families, as follows:

5,000 families have had
one boy here..... 5,000 boys
329 families have had
two boys here..... 658 boys
59 families have had
three boys here .....177 boys
9 families have had
four boys here ..... 36 boys

Total number boys 5,871
Families represented .. 5,397

A further study of the records of the Training School reveals that 8 former Training School boys who have gone out and established families of their own have then had one or more of their sons to come to the Training School. Three of these 8 had two sons here at one time, and 5 of the 8 have had one son here.

The records also show that throughout the intervening years there have been 11 sets of twins at the school. The first set of twins were received September 15, 1916, having been born November 11, 1901. There were 5 sets of twins at the school at one time in 1931. At the present time, November 15, 1945, there are only 2 sets of twins enrolled at the school.

TABLE IX

STONEWALL JACKSON TRAINING SCHOOL

Concord, North Carolina

Age-Grade Distribution of Training School Boys

June 30, 1931

	GRADES							
Age	1	2	3	4	5	6	7	Total
6								
7	2							2
8	1	1						2
9	3	2	2					7
10	8	11	3					30
11	8	8	4	4				24
12	6	8	6	3	3	2		28
13	18	9	15	15	6	7		70
14	7	9	19	14	23	13	13	98
15	9	10	17	18	16	22	26	118
16	4	4	6	6	12	28	28	88
17	1	2	2	4	4	3	5	21
18					1	1	3	5
19							1	1
Total	67	61	82	67	65	76	76	494
Pct.	13.6	12.3	16.6	13.5	13.2	15.4	15.4	

TABLE X

STONEWALL JACKSON TRAINING SCHOOL

Concord, North Carolina

Age-Grade Distribution of Training School Boys

June 30, 1935

	GRADES							
Age	1	2	3	4	5	6	7	Total
6								
7	2							2
8	1							1
9	2	1						3
10	7	9	3	1				20
11	9	10	8	10	1			38
12	8	9	11	5	9	2	2	46
13	9	12	11	14	9	10	9	74
14	9	12	10	18	23	31	22	125
15	3	5	6	16	19	23	21	93
16	4	5	9	6	6	20	18	68
17		2	1	1	2	1	3	10
Total	54	65	59	71	69	87	75	480
Pct.	11.2	13.6	12.3	14.8	14.4	18.1	15.6	

Tables IX through XIV present some highly interesting information regarding the age and grade placements of the boys who have been enrolled at the Training School. These statistics show a very great amount of retardation in school among the boys who have been enrolled here. It is interesting to note that in all of the studies relating to this that the greatest amount of retardation occurs in the first grade, the average retardation being almost as much as six years. The average retardation decreases gradually throughout the grades, and the lowest retardation is found to be in the 7th grade where it has been approximately 2 years. These facts give evidence of the great difficulty involved in teaching boys at the Training School. The boys who are greatly retarded have made poor progress in school for one reason or another. Generally, it is because of their low intelligence. Then, too, it is because of the failure on the part of the parents to see that the boys attend school regularly. Finally, some of the fault must be attributed to the schools themselves, because they have frequently failed the boys in their critical needs.

It is noted that the number of boys who have made normal progress has been on the increase in recent years. It is hoped that this number may be

TABLE XI

STONEWALL JACKSON TRAINING SCHOOL

Concord, North Carolina

Age-Grade Distribution of Training School Boys

June 30, 1940

	GRADES							
Age	1	2	3	4	5	6	7	Total
6								
7								
8								
9	2	1						3
10	4	5	1					10
11	1	4	2		2			9
12	7	8	11	4	2			32
13	16	11	14	7	11	4	3	66
14	18	9	11	13	12	12	8	83
15	7	18	23	20	18	23	26	135
16	3	7	8	13	11	17	27	86
17	2	3	2	2	3	1	4	17
18				1	2		2	5
Total	60	66	72	60	61	57	70	446
Pct.	13.5	14.8	16.3	13.4	13.7	12.5	15.8	

gradually increased, and it should be if the public schools function as they should.

It is noted also that the percentage of children enrolled in the first grade at the school has apparently been on the decline, and that the percentage of boys in the upper grades is increasing. This is a healthy sign of progress because it is highly important that the boys who attend the school here have their opportunity for the best school work possible. Since the compulsory school age has been advanced from 14 to 16 years of age, it is true that more than 90% of the boys at the school come under the compulsory school attendance laws. This means, of course, that when great numbers of these boys are released to return to their homes they will be required to attend the public school.

A study of the statistics presented herewith indicates that the greatest amount of over-ageness occurs among the boys who are over-age from 3 to 4 years. However, some of the boys at the school are retarded as much as 10 years. This means that a special type of curriculm is needed to meet the needs of these boys and that a very skillful teacher is required. At the school an effort is made through intelligent and educational

achievement tests to place the boys where they can do school work successfully. In the future years there may be a possibility that grade placements as such may be given real emphasis. That is, a boy who is 14 or 15 years and in the first grade may have his grade palcement designated otherwise but so planned that he will do even then the level of the work of which he is capable. This is highly desirable since so often the maturity and the interest of the boys indicate that they need to be with other boys who may be in higher grades.

In September, 1944, an 8th grade was established at the Training School to provide opportunities for the boys who are far enough advanced for such work. Then, in July, 1945, provision was made for the establishment of the 9th grade at the school, and approximately 25 boys are now enrolled in the 9th grade. These additional grades provide opportunities for those boys who are most capable of doing advanced work and whose educational careers should not be interrupted because of the fact they are attending the Training School.

TABLE XII

STONEWALL JACKSON TRAINING SCHOOL

Concord, North Carolina

Age-Grade Distribution of Training School Boys

October 16, 1944

	GRADES								
Age	1	2	3	4	5	6	7	8	Total
6									
7									
8									
9			1						1
10	8	7	1	2					18
11	5	7	3	6	5				26
12	3	7	6	8	4	2	1	2	33
13	1	8	5	8	14	4	8	6	54
14	3	4	13	10	13	13	10	13	79
15	10	4	9	6	6	14	10	11	70
16	1	1	6	2	5	8	4	4	31
17	1	2	1	1	1	2	2		10
18				1					1
Total	32	40	45	44	48	43	35	36	323
Pct.	9.9	12.4	13.9	13.6	14.9	13.3	10.8	11.2	

TABLE XIII

STONEWALL JACKSON TRAINING SCHOOL

Concord, North Carolina

Average Retardation by Grades and Years, at Different Periods

	1931	1935	1940	1944
First Grade	5.7 years	5.4 years	6.3 years	5.8 years
Second Grade	4.9 years	4.8 years	5.7 years	4.5 years
Third Grade	4.4 years	4.3 years	5.0 years	4.8 years
Fourth Grade	4.7 years	3.7 years	4.7 years	3.3 years
Fifth Grade	3.7 years	3.1 years	3.7 years	2.6 years
Sixth Grade	3.1 years	2.7 years	3.0 years	2.7 years
Seventh Grade	2.5 years	2.0 years	2.0 years	1.4 years
Eighth Grade				.5 years

TABLE XIV

STONEWALL JACKSON TRAINING SCHOOL

Concord, North Carolina

Retradation by Years at Different Periods

	1931	1935	1940	1944
Making Normal Progress	10	17	5	40
Retarded 1 years	41	56	16	36
Retarded 2 years	63	85	67	69
3 "	110	106	88	60
4 "	94	89	75	43
5 "	70	53	63	37
6 "	56	35	64	17
7 "	28	24	48	14
8 "	15	9	17	13
9 "	6	6	6	3
10 "	1	0	2	1
Totals	494	480	446	323

THE GOLDEN GOBLET

(Author Unknown)

Ever and ever so long ago there was a king by the name of Saxon who lived in Saxon Land. He was tall and straight and strong and handsome and fair, as the king of Saxon Land should be, and his blue eyes looked out, gentle and mild over his full beard, as the summer moon looks out over the tops of the forest trees.

Years before, when King Saxon was Prince Saxon, he had a teacher and that teacher's name was Martin Von Hove. Martin was a very wise man. He taught the prince what was in the books and he taught him more. He taught him how he ought to live, how he ought to spend his money and how he ought to give it away. Martin taught him many sayings and proverbs. I remember only two of them: "The gladdest gift is the biggest gift" and "Love turns the gift to gold." Martin's maxims became known throughout the court.

Now, Prince Saxon was devoted to his teacher, Martin Von Hove, until one unlucky day when Martin rebuked him for something he had said or done: and then the prince, in hot anger, with the consent of his father, cruelly dismissed his old teacher from the court.

Martin lived for a time in lodgings nearby, hoping that the prince would get over his anger and invite him back. But as the weeks went by and grew into months, and the prince did not repent and invite him back, Martin removed to the most distant town on the edge of the king's domain, and there he founded a school, in which he taught the village boys and girls. He taught them just the same as he had taught the prince—how they should live, how they should spend money and how they should give it away.

By and by, there came a little son of his own. He called him Ludwig—Ludwig Von Hove. Martin took especial pains with his own child. He taught him what was in books and he taught him more, how he should spend his money and how he should give it away. And this was very necessary because he had so very little to spend and give away. The home was very bare, the table did not have much on it, and they never had more than a few coins at a time to keep or spend. There was one maxim in particular that Martin taught little Ludwig, and in order that the boy might remember it better, he put it in the form of a rhyme:

Remember the saying of long ago,
The wise men taught of old;
Love turns the gift to gold, you know,
Love turns the gift to gold.

At length Martin grew really homesick for a sight of Prince Saxon, who had now become King Saxon; so he moved back again to the city of the king and took some poor lodgings just outside the city gate.

Martin had long ago forgiven King Saxon, and in all the stories of the court which he told little Ludwig, he had spoken only of the good things which the prince had said and done; so Ludwig had learned to admire the king very much.

One day as Ludwig stood at the street corner, dressed in his shabby

little coat, the king passed by and Ludwig saluted him. The king turned, bowed and smiled. Then Ludwig loved King Saxon with all his heart. And it was very well, for King Saxon was loved by all his people; he had grown to be so generous, and kind and just a king.

Not long after the king announced that he was going for a long holiday across the sea, he proclaimed a public day at court, on which Ludwig asked permission to go and gained it.

But what should he take to the king? Ludwig knew very well that, though it was not necessary, it was very courteous for one to take a gift to the king when he called upon him. But what could Ludwig give a king?

"I have only a small coin, father," said Ludwig. "What can I get with it that is fit to give to the king?" "Remember, Ludwig," said Martin, "the gladdest gift is the biggest gift," and quoted the verse:

Remember the saying of long ago,
The wise men taught of old;
Love turns the gift to gold, you know,
Love turns the gift to gold.

Ludwig must have looked in every shop window in that city and he must have learned by heart everything that was in every shop window, so often did he look through those windows to see what you could buy with one coin. And the more he looked, the more difficult it was to decide what to buy; and as often happens when one looks so long to buy the proper thing, he bought what seemed a very strange thing—a little tin cup. It was a bright tin cup, however and had a picture of the king upon the outside. It pleased Ludwig and he thought it would please the king. Then, too, Ludwig was just young and simple enough to think the king might grow thirsty upon his long journey and would take a drink from the little cup.

Ludwig took a little piece of paper and wrote on it:

"To the king with my love,
From Ludwig Von Hove."

and put that inside the little tin cup. Then he wrapped it in a piece of brown paper, put it in his pocket, and went to the palace.

When he reached the palace, he saw great lords and ladies, dressed in gay and costly clothes, walking up and down the steps that led to the great house. The guards looked scornfully at the shabby lad as he climbed the steps, walked between them, and passed through the door that led to the great reception room.

Ludwig had never seen anything so beautiful in all his life. The floor was white as snow, the walls were covered with tapestries, and the windows covered with purple curtains. At the end of the hall, upon his throne covered with purple, fringed with gold, sat the king. He was clad in a purple robe that was bordered with gold. Beside him stood his bodyguard, his servants and his messengers. At the right stood a herald, at the left was a clerk, and by the side of the clerk was a scribe.

As the people passed by, the herald announced their names, the clerk received and announced their gifts. To each gift was attached a little card, on which were written the name of the giver and some words of greeting, or petition, and you could see by what was written on the card that many made their gifts hoping that they

would receive something from the king in return. It was the business of the scribe to read these cards to the king. So, as the people passed by, the herald announced their names, the clerk announced their gifts, and the scribe read their cards to the king. There were a great many who passed by.

There were so many people in line that I cannot remember all the names of their gifts. It was plain to be seen that the king grew very weary; and when the very end of the line came, and Ludwig was at the end, the king was talking with one of his messengers at his side. He did not see Ludwig as he passed by. The herald hautily looked over the head of the shabby lad and did not take the trouble to announce his name. The clerk did not proclaim his gift; he did not even hand it to the scribe. He took it and tossed it carelessly to the serving man who stood behind him.

Ludwig's heart was nearly broken. The herald had not announced his name. The clerk had not announced his gift. It had never been given to the scribe and the king would never see it. It had been tossed away to be forgotten. And, worst of all, the king had not even seen him as he passed by. His first thought was to rush from the room as fast as he could, but it was so grand a place that it fascinated him, and he stayed and looked around at the beautiful hall, gazed at the king, and listened to the grand lords and ladies as they talked.

When the king saw that the line had passed by and there were no more people to follow, he rose and spoke a few words to his subjects. He wished them great joy, health and happiness while he was over the sea. He would be glad to greet them upon his return, he said.

"A cup!" he called to the messenger, that he might drink to their health.

The serving man brought him a tray with a golden goblet on it. The king took it carelessly, then looked at it in amazement. It was the most beautiful golden goblet that he had ever seen. It could not be his. He had no goblet like that—yet there was his picture on the outside of it. He was puzzled. He turned to the serving man for an explanation.

"Whence got you this?" asked the king.

"The gift of one of your guests, Your Majesty," was the reply.

"What might be his name " was the king's next question.

"Ludwig, Your Majesty, I think," said the servant. "Your Majesty will find the name inside the goblet.

The king removed the piece of paper upon which was written these words: "To the king with my love; from Ludwig Von Hove."

King Saxon nodded to the herald, who proclaimed in a loud voice: "Ludwig Von Hove! Let him step before the king!"

The lords and ladies looked about excitedly, curious to see the magnificent man who had presented so costly a gift. But no one stirred.

The king again nodded to the herald. A second time the herald announced: "Ludwig Von Hove, or his servant! Let him step before the king!"

The eyes of the lords and ladies were held so high that they did not see little Ludwig until he was fairly before the throne. How small and shabby he looked as he stood there before the throne, and the great, tall

king, clad in a robe of purple and gold. Ludwig was frightened.

"What is thy name " asked the king, sure that he was a servant.

"Ludwig Von Hove, Your Majesty."

"Ludwig Von Hove. And is this your gift to the king?"

"No, Your Majesty," said Ludwig. "There is some mistake. My gift was a little tin cup, just a little one—a bright, shiny one."

The king turned to his serving man for an explanation, and he said. "It is the same, Your Majesty. I received it from the hand of the clerk, who took it from the hand of this youth."

Little Ludwig was now certain that something was wrong and he was greatly troubled.

"Thou sayest thy name is Ludwig Von Hove?" asked the king slowly.

"Yes, Your Majesty."

"And thy father's name?"

"Martin Von Hove, Your Majesty."

"Martin Von Hove," repeated the king, a look of surprise and pleasure on his face. "And his trade?" he added.

"He is a teacher, Your Majesty."

"Where does he live?"

Outside the King's Gate, Your Majesty."

The king turned to his messenger, and said, "Send for him at once. Say that the king commands him to come. Make haste."

"And thou sayest," said the king, turning to Ludwig, "that it was a tin cup that thou didst give to the scribe?"

"A little tin cup, Your Majesty."

"And didst thou write these words: 'To the king with all my love, from Ludwig Von Hove,' and didst thou put them inside the cup?"

"I did, Your Majesty."

The king rubbed his hand over his jaw as if trying to remember something. Then he looked as if he had remembered, and repeated slowly, for he had not heard the words for twenty years:

"Remember the saying of long ago,
The wise men taught of old;
Love turns the gift to gold, you know,
Love turns the gift to gold."

"I understand," said the king. "It is plain. Thy father taught me this long ago."

The messenger returned, bringing Martin with him. The king gave Martin his hand and spoke gravely to him and tenderly. "Behold," said he, "the wisest man I have yet found in my realm."

Then the king gave the command that Ludwig should be made the king's cup-bearer, and that his father should be appointed as teacher of his own young prince

Ludwig served the king faithfully until the king grew to be a very old man. He often carried to the king the golden goblet which he had given to him, and from which the king frequently drank.

When the king became a very old man, he called Ludwig to him one day and gave him the golden goblet. He told him that he might keep it as long as he lived and then pass it on to his children and to his children's children, that they might know how much the king had loved their father and grandfather. Upon one side of the cup the king wrote these words: "To Ludwig, from Saxon, King." Upon the other side was this one line: "Love turns the gift to gold."

HE CAN CONQUER WHO THINKS HE CAN

(The Speakers' Library)

The power to succeed lies in every man and in every woman. What we think determines what we will be. The thoughts that we get into the habit of thinking in youth will be the thoughts that we will think all through life. The man or woman who thinks success will enjoy that success. Psychologists tell us that we are what we think ourselves. They tell us that we are like radio stations. If we attune ourselves for the waves of success, those are the waves that we will receive. If, on the other hand, we attune ourselves to receive the failure waves, then we will not be disappointed. What a man thinks determines what he will be. Our minds and bodies are continually growing. Anything in nature that stops growing immediately begins to decay.

Scientists tell us that our bodies are made up of cells and that these cells are continually growing, dying, and being replaced by new cells. They say that we have a new body every seven years, that there is no cell in our bodies that was there seven years ago. The growth and functioning of those cells is dictated by the brain, either consciously or subconsciously. The idle thoughts that we think are registered in our subconscious minds, they do us harm or good, as we think good or evil. The orders that this subconscious mind of ours give the growing cells determines their makeup. Why, then, should we think anything but good thoughts? Why should we think failure, and even suggest it to our subconscious minds? By the to the growing cells, and thus become an integral part of our makeup.

The man who thinks success continually, who has no such word as failure in his mind, will know only success. It is only when doubts and questioning arise in our minds that we are in danger of failure. The army that goes into battle confident of success can overcome excessive odds and win. The team that fears the opponents and doubts its ability to conquer them is already beaten, before it goes onto the field. That is where the rooting of the onlookers helps. It creates waves of confidence that strengthen the home team and demoralize the opposing one. These are psychological facts that were once little understood but are now becoming generally recognized.

We must continually think success, we must not follow the thought of the possibility of failure to enter our minds for even a moment. Mind rules matter, it always has and always will. That is the distinction between man and beast. Our bodies are matter, they are controlled by our minds. When we fail, it is due to our minds and not to our bodies. If we impress upon our minds that we can succeed, succeed we will, for our minds will pass that idea of success on to the cells of our bodies, including the cells of the brain itself, and with every part of the human machine imbued with success there can be no such thing as failure.

Even apparent failures may really

be successes without our realizing this at the time. Every failure that we suffer is the result of some mistake that we have made. Perhaps we have failed to fully and completely think success. Perhaps we have overlooked some detail that our minds should have grasped, but did not because we had failed to train it properly. Then, from that failure, we can learn where we have neglected to train our minds, and we can avoid that mistake in the future, and repair the damage. Those failures that we do suffer are due to our own failure to properly estimate and analyze conditions, either our own or our opponents'.

The power to initiate and carry a project through lies in the mind alone. That man or waman who constantly imagines himself or herself sick, will soon really be ill in the very manner that he or she at first imagined. This shows the power of the mind over the body. Most of us have seen such cases among our older friends. The poor unfortunate man continually imagines that he is sick, he seems to take a melancholy delight in recounting his pains and symptoms to his long-suffering friends. The doctor who tells him he is only suffering from a bad case of imagination is scorned by the sufferer, even though the doctor is at first right. By continually suggesting to the cells of his mind and body that certain parts of the body are diseased, the man eventually develops that very disease. According to the laws governing the mind, nothing else could when He was upon the earth.

Since this is so very evidently the case, why not suggest to the cells of the body that they, working together, cannot fail but are bound to succeed? This is but a practical application of the Faith that the Master taught, those who believed that He could make them well recovered, those who doubted continued to be the sufferers that they had always been. There is nothing atheistic in the application of phychology to our modern life. It is only the practical application of the very ideals that our Saviour taught when He was upon the earts.

He taught that the way to health was through thinking and believing that you would be healthy. He taught that the way to salvation was by thinking and acting the thoughts of salvation. His ideas were practical, never theoretical. He was so far in advance of the intellect of the people of His day that we are only beginning to realize the deeper significance of the words that He spoke.

He taught success through successful thinking. He rebuked the disciples for their lack of faith and said that faith could move mountains. Why should we not practice that faith today? How can we expect success when we persist in thinking failure? And, conversely, how can there be any chance of failure if we continually think success, and expect success? It would be contrary to the laws of nature, and nature is God.

The man or woman who is a failure and there are far too many in this world today, is a failure because that is what they expected to be. They received what they expected and what they deserved. They could not expect anything else, it would have been contrary to the laws which govern this universe, and the creatures that wander the face of the earth. Napoleon was a success as long as he thought he would be. When, disappointed by the powers of nature in the Moscow cam-

paign, he started to retreat, he acknowledged himself a failure. Then, and only then, he became one. Had he trained himself and his men as he should have trained them, then he could have wintered in entire safety in Moscow and gone on with his successful conquests the next spring. But he became frightened. His men had not been trained to conserve their strength and their supplies, and he started to retreat. He had admitted the thought of failure to his mind, and after that the end was close. He was never the same leader, the same genius, after that time.

So we find that, whether we judge by the standards of earth or of Heaven, the man who thinks he can conquer is the man who will. The man who has his doubts about his chances of success has no chance. It is the mind that governs all things in the world, and as we teach our minds to think, so we will climb or fall. The man who thinks he can conquer, does more than think it, he makes conquest certain.

SUCCESS THE RESULT OF LABOR

(The Speakers' Library)

Some thirty years ago, there arrived in New York a young man from Bulgaria, whose earthly belongings consisted in some clothes and a few dollars. He had never seen a high school, academy, or college. He could speak only his mother-tongue, and of English he knew as much as most of us do of Hebrew. Yet, in spite of his poverty, in spite of his meager schooling, there burned in that youth a desire to accumulate knowledge; to become an educated man; to enter one of the learned professions. He worked in brickyards, in stone-quarries, in lumber camps, in sawmills, in harvest fields; wherever he could earn some money for the purpose of reaching his goal. No job was to hard for him; no difficulty too great; no rebuke too severe. And did he succeed? He graduated from college and studied medicine. Today he is a practicing physician in a city of the West.

"Oh, if that would have been I," someone cries, "it would have been different. For some everything goes right, but nothing succeeds with me! It would be much wiser to persevere no longer!"

Whoever speaks thus, speaks the truth, for nothing succeeds for him who deliberately ignores his opportunities; who constantly vacillates, and who takes his vacations before he has earned them. Such people we find everywhere—in the common walks of life and on the lounges of the fashionable rich. The words of the Chicago merchant, "There is always room at the top, but the elevator is not running," are not meant for them. They never think of walking up the stairs on their own feet. No wonder they pass out of life and are heard of no more. They live in idleness till in due time:

"Death comes suddenly and takes

them where men never see the
sun."

It is only the worker who overcomes obstacles day after day and year after year, who ultimately wins the victory. It is he whom the poet describes as a man.

". . . . Who while others slept
Was climbing upward through
the night."

Do you want the inspiration of examples? Let us look around—they are on every hand. Think of Thomas A. Edison. Probably none of us ever had to work as hard as he worked in his youth. But who can say that our efforts will not be as richly rewarded according to our ablity as his patience has been repaid if we will only try as hard as he tried, and use every ounce of ourselves as effectively as he used himself? Or, let me remind you of Cyrus Field, the inventor of the Alantic cable. Many years were spent in perfecting this communication, of which it has been said that it was second only in importance to the discovery of this country. It was a long, hard struggle. Thirteen years of anxious watching and ceaseless toil were his! But thing of what this man accomplished by his untiring energy! Again, in 1889, a young colored man arrived at Tuskegee Institute for the purpose of taking up class-room work, and also of receiving practical and theoretical training on the farm. After his graduating he went back to his planation home in the Black Belt of the South. Here he found deplorable conditions. The educational facilities were extremely bad, and the moral and religious state of the community by no means better. Was there no way to improve such conditions? The young man embraced the opportunity. Did he succeed? Under his direction people built a neat ,comfortable schoolhouse that took the place of the old log cabin in former use. Moreover, he taught the people how to take care of their money, how to be saving, how to farm in a better and more economical way how to practice self-denial. A most glorious record! Indeed it is, and all the blessings showered upon that community were brought about by a young man determined to work and to conquer.

Oh, that we, too, might conquer; that we, too, might live for something and leave behind us monuments that the storm of time cannot destroy. For good deeds will shine as the stars of heaven.

But to toil, incessantly and effectively, requires not only determination, but also health and strength. Did you ever visit a town after it had been struck by a cyclone? All the weak, rotten trees and light, flimsy buildings—everything that was weak and shaky, had gone down before the terrific force. The same principle is true in great disease epidemics. Those with the least physical reserve, the least disease-resisting force, are the first to go down. Only the stalwart, strong and vigorous remain. We all have heard of people who have no surplus force back of them, no great store of information, no adaptation in education or training for the speciality, no great physical deposit to draw on. They use all they have in the ordinary life routine, and when a crisis

occurs, or something unusual befalls them they go to the wall. To be sure, their every-day abilities are all right for ordinary demands, but crises and emergencies call for qualities of another kind and a different degree of power. Hence, the advisability of getting ready for the emergency by laying foundations that will withstand all onslaughts from without.

Toil, then, is the great conqueror, enriching nations more surely than the proudest battles; and individuals more quickly than wealth, friends, or influence. Knowing this, let us remember that we must work. No matter what will be our occupation, we must toil. So let us find out what we want to do, and take off our coat, and make a dust in the world.

I say, let us work, but not because we must. Leet us not submit to work as a degarding necessity, and at the same time desire to escape it. Let us not fulfill the great law of labor in the letter, and then break it in the spirit. To act thus would be treason to nature, impiety to Heaven, and a disregard of one of the greatest commands. "Toil, I repeat it,—toil either of the brain of the heart, or of the hand,—is the only true manhood, the only true nobility," and let me add,—the only true road to success and honor!

———:———

BIRTHDAYS

In The Uplift, we plan to annouce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of November 18, 1945

November 18—Lewis Kerns, Cottage No. 5, 15th birthday.
November 21—William Ray Keene, Cottage No. 7, 12th birthday
November 23—Franklin Hensley, Cottage No. 1, 13th birthday

SUNDAY SERVICE AT THE SCHOOL

Rev. Charles C. Hamilton, pastor of the Second Presbyterian Church in Concord, was the guest preacher at the school last Sunday, and he brought a very interesting and profitable message to the boys. All of us hope Mr. Hamilton may find it possible to visit us frequently in the future and especially that he might help us with the singing.

Mr. Hamilton read for the Scripture lesson the 61st Psalm, in which the psalmist declares that regardless of the disappointments or the elated joys he would always look to God as the source of power or as a mighty rock fortress. The speaker reminded the boys that everyone has moments of great joy and happiness, moments when he is floating in the clouds and everything is beautiful and lovely. Then at other times there are moments when everyone gets "down in the dumps" or disappointed or heartbroken. These represent the extremes in life's experiences, but all of us eventually and often go through them. The great hope that everyone can have is that he can have faith anchored in God, who is the Creator of one and all.

The boys were reminded, too, of the fact that every experience in life affects us to some extent, and therefore everyone should be careful about his everyday associations and actions. In this connection, the minister told of the man who once had a helpless arm that hung idly by his side. It occurred that one day this man stood before a big clock with a pendulum that was moving backwards and forwards. Before the man knew it, his arm, which had previously not moved, was moving backwards and forwards to keep in harmony with the movements of the clock. This was used to illustrate the fact that even unconsciously people are being moved and affected either for good or for evil by all the things that surround them in life. The speaker also told of the boy who had a job working at an airport and who, when asked about the work that he was doing, told how he liked his work and how much money he was making, and then followed this with a movement like a diving, zooming airplane.

Mr. Hamilton reminded the boys of the fact that God is the same to all people, to the greatest and the least. This represents one thing that all people have in common. No matter how desperate one may be or how greatly overwhelmed he may feel himself to be, he can always pray to God for His help. The boys were reminded that they should not always wait until they get in a terrible "jam" to pray to God for help, even though at such times we may pray to God, as so many of the soldier boys did during their dangerous experiences of the war. It was pointed out that many soldier boys, apparently facing death, learned for the first time how to pray, though in a crude way.

Mr. Hamilton then told of two experiences in his own life when he was a young boy. Once he was near Sunset Rock and a storm was approaching. He sped to the rock as fast as he could in order to get under it for shelter before the storm came. He told how safe and secure he felt under the rock

even though the storms were raging about.

Mr. Hamilton also told of his experiences with other boys when they challenged each other to climb the steep rocks on Point Lookout Mountain. Although the rocks were high and rough and steep, the boys enjoyed the experiences of climbing to the tops of the rocks and carving their initials. Each high rock seemed to be a challenge. Each time one boy would climb a rock the others would say, "If he can climb the rock, we can too."

It was explained that almost every day a boy meets up with things that challenge him in his school work or his relationships to other boys or his work experiences. By overcoming all the obstacles that may face him, he has his chance to be joyous and happy. It was explained that even though a boy may be working in the fields where cotton, corn and grain are growing, it is impossible for him or anyone else to make even a bale of cotton or an ear of corn. Only God Himself can make such things, and this is a great truth that every boy should learn and respect in his life.

———:———

EDUCATION THE ONLY SOLUTION

Educate and inform the mass of the people. Enable them to see that it is to their interest to preserve peace and order, and they will preserve them. Enlighten the people generally, and tyranny and oppression of body and mind will vanish like evil spirits at the dawn of day.—Thomas Jefferson.

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NOV 26 1945

THE UPLIFT

VVOL. XXXIII CONCORD, N. C., NOVEMBER 24, 1945 No. 47

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KEEP IT OUT

All the water in the world,
However hard it tried,
Could never, never sink a ship
Unless it got inside.

All the evil in the world,
The blackest kind of sin,
Can never hurt you one least bit—
Unless you let it in.

—From "The Live Oak."

Published Weekly By

THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

THE UPLIFT STAFF

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FACULTY ADVISOR—J. W. Hines.
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The Uplift

A WEEKLY JOURNAL

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S. G. HAWFIELD, Editor **LEON GODOWN, Printing Instructor**

GROWTH

Time was they were the babies here,
And not so very long ago,
In bibs and frocks and pretty socks
We watched them start to grow.

The months went winging on their way.
We knew when first they walked.
By us was heard the first glad word
Which they had ever talked.

They were the children of our group,
We saw them off to school,
Watched them at play from day to day
And at the swimming pool.

And those who were the little girls,
Pigtailed or curly brow,
With smiling eyes, to our surprise,
Have soldier husbands now.

Infancy, childhood, youth flown by!
And this is what we say
Who've watched them pass: "Alas! Alas!
It seems like yesterday!"

—Edgar A. Guest.

THE WORK OF COTTAGE PARENTS

The Proceedings of the National Association of Training Schools for October, 1945, carries an article prepared by Mr. Richard Clendenen on the subject, "A Message to Cottage Parents in Training Schools." In this article the author presents an excellent discussion of this vital function in training schools, and a summary of it is be-

ing presented in this issue of The Uplift in order that readers here at the school and elsewhere may get the benefit of this excellent discussion.

Some of the outstanding features of this article are as follows:

1. Unlike many types of group work which limit their scope of activity to some one phase of the child's life, success as a cottage parent depends on the ability to develop interest co-extensive with the child's whole existence. The successful cottage parent must possess an interest in recreation, religion and education. Kindness, good judgment, a warm personality, and a keen appreciation of the worth of each individual are the essential attributes of a successful cottage parent.

2. Work in an institution is a cooperative undertaking, and many persons who could manage a cottage effectively have failed in cottage work because they could not integrate their activities with those of the other staff members. A criticism frequently met with, of cottage people in institutions, relates to their resistance to change and progress, when it should be recognized that change is essential to progress and that different approaches should be made to the work from time to time.

3. When hours are too long and the cottage loads tend to become too heavy, there is a grave danger that the whole set-up will become too greatly regimented. The great danger is that there may be too much emphasis on institutional marching in line, the folding of arms in the same way, quite rules in the dining rooms or living rooms, many vicious rules regulating visiting, letter-writing and clothing, simply because it tends to make the work easier or because it has always been done a certain way, and not because it contributes constructively to the welfare of the boys.

4. It should be remembered that when ideal hours and ideally sized groups do not prevail in the institutions, these facts do not constitute a legitimate reason for cottage parents to resign themselves to failure or to offering excuses for their own short-comings. Regardless of conditions, they are or should be dedicated to the service of the children, and only their best efforts suffice.

5. The cottage atmosphere should be informal and friendly, the boys should be free at times to relax, talk in normal conversation, read, play games or listen to the radio. However, this does not

mean that freedom to engage in these normal activities is to be confused with license to do just as the child chooses.

6. Supervision in the cottage should be friendly, impartial, confident but not too obvious. In other words, the boys should not feel always that they are being spied upon as if by a detective. A cottage officer who is lax today because of fair weather and strict tomorrow because of some other condition equally irrelevant is far more destructive to child training than the cottage parent who is inflexibly stern but constant.

7. Cleanliness in cottages should never be extended too far so that it interferes with constructive experiences. Nor should exactness of speech supersede proper attitudes and relationships.

8. Cottage parents should be aware of their own inadequacies, and their physical handicaps, and they should be willing to make allowances for their own fatigue or mental worry, because calmness at all times is imperative. Temper in dealing with children prohibits proper supervision. Every cottage parent should possess a liking for children, a buoyant optimism which rules out discouragement and hopelessness. Never should a child be the victim of being totally disapproved by those with whom he lives.

9. The child in the cottage needs to have a feeling of security; he needs a feeling that he is welcome and wanted. This is particularly important for the new boys, many of whom have been rejected in their communities and in their homes. Such boys are those who have developed conflicts with society, and the child, while he may not always deserve, should have this much needed feeling of security. Otherwise, he tends to plan runaways or other detrimental experiences.

10. Living in cottages provides excellent opportunities for recreational activities and other experiences for teaching good sportsmanship. Many children coming to training schools have never had the opportunity to participate in wholesome recreational activities. Some of the games recommended for inside cottages are: checkers, pick-up sticks, ping pong, indoor horse shoes, Chinese checkers, airplane and ship modeling, clay modeling, drawing, soap sculpturing, weaving, and reading good books and magazines. It is not enough to deny participation in some of these on the excuse that they would create trouble, because their benefits are too great.

11. Group living in cottages provides splendid opportunities for effective control through group approval or disapproval. Care must be taken that no child develops a feeling of being ostracized or permanently rejected by the group. On the other hand, the child who is selfish may learn generosity, the self-centered individual may learn respect for his companions. Everyone learns to respect the rights of others. It should be remembered, too, that the child cannot learn much about adjusting himself to others if he is not permitted to live freely with his companions.

12. In cottages it is possible to build proper and acceptable manners, good habits of personal hygiene, and pride in personal appearance. It is important that boys in training schools be taught the principles of good manners; they should be trained in good table manners; how to address their elders properly; how to make social introductions; and how to conduct themselves in a variety of social situations.

13. Adequately developed cottage life should play a large role in the total institutional program. Even casual observation reveals that some cottages in all institutions are far superior to others. The poor administration of cottages leads to stealing, fighting, temper tantrums and other behavior difficulties. Then let us constantly seek to do a better job, dedicating ourselves to the services of the individual child.

* * * * * * * *

ANNIVERSARY OF FIRST POST OFFICE

November 28th marks the 162nd anniversary of the establishment of the first post office in the United States. This post office was established in the city of New York in the year 1783. This does not mean, however, that there was not some postal service of different types prior to that time, but it does mark the time when the first building was designated for this particular purpose.

In the early history of postal service, the work of Benjamin Franklin occupies a very important and high position. In 1775, Mr. Franklin was appointed the first Postmaster-General, and since that time the postal service has expanded by leaps and bounds. Throughout the intervening years there have developed through the post office

department many types of service, which have become an integral and essential part of the people of the country. Among these notable services should be mentioned the rural free delivery, special delivery service, money order service, airmail and railway post office service, and parcel post service.

During the war the postal department did a great amount of business in rendering its most outstanding service in the history of the nation. The bulk of mail handled during the war period has been of a staggering magnitude, and it is probably no exaggeration to state that the efficiency of the postal service through this period has exceeded that of any other function of government. It has become possible, through the air service, to transmit written messages clear across the continent and receive an answer within a week's time. It is also possible for relatives to receive letters from the boys overseas, even in the distant Pacific areas, within a period of from eight to ten days, and of course this gives everyone a feeling of being much closer together.

The people of the United States are indeed proud of the excellent service of the post office department. Those who are employed in this department deserve the appreciation and the thanks of all the citizens of the country. We express our gratitude to them.

* * * * * * * *

MR. CLYDE B. BARBER LEAVING SCHOOL

The many friends of Mr. Clyde Barber regret to know that he has resigned his position as Budget Officer with the school and is planning to accept other work. Mr. Barber has been connected with the Training School for a period of more than twenty years, and during that time he has been a very capable and efficient officer at the school. He has served both as cottage officer and as budget officer. During the many years of his service at the institution he has cheerfully assumed the responsibilities of his office, and he has made many friends both with the boys and the other workers here, and with the welfare departments throughout the state.

Mr. Barber has not only been closely indentified with the duties of budgeting and accounting, but he has always kept in close touch with the boys at the institution. He has known the boys personally and

remembers the characteristics of the different boys who have been here during his term of office. While the officials of the Training School regret to lose Mr. Barber, they are delighted to know that he has obtained a promotion in his new work. He will be greatly missed at the school, and we extend to him a cordial invitation to visit the school at every opportunity. He plans to enter upon his new duties about December 1st.

Mr. Barber is a native of Cleveland County, having been reared on the farm. By strict application to his work and by reason of the fact that he has been ambitious to advance in his profession, he has earned all the promotions that he gained throughout the years. He is a steward in the Central Methodist Church of Concord. He is also a member of Stokes Lodge No. 32, A. F. & A. M.; John C. Drewry Chapter No. 82, Royal Arch Masons; Concord Commandery No. 38, Knights Templar, and also a member of the American Accounting Association.

BIRTHDAYS

In The Uplift, we plan to annouce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of November 25, v945

Nov. 27—Raymond Harding, Cottage No. 1, 12th birthday.
Nov. 28—Kenneth Dillard, Cottage No. 9, 15th birthday.
Dec. 1—Elbert Gentry, Cottage No. 14, 12th birthday.
Dec. 1—Ray Covington, Indian Cottage, 14th birthday.
Dec. 2—William Burnett, Cottage No. 10, 17th birthday.
Dec. 2—Thomas Wansley, Cottage No. 9, 14th birthday.

LOCAL HAPPENINGS

Reported by Boys of the School Department

An Interesting Game

By Barney Mills, 9th Grade

Cottage No. 9 and Cottage No. 15 had a good football game last Saturday afternoon. The teams were about evenly matched. There was a strong wind blowing which made it hard to kick or pass against it.

The No. 9 boys won the toss and chose to receive, with No. 15 kicking with the wind. The quarterback received it and ran back about ten yards, to the 35-yard line, with the interference of the fullback.

The game went on, and at the end of the first half, one of No. 15's backs ran about 25 yards for a touchdown, but missed the try for the extra point.

The teams then changed goals and the game also changed. After the kick-off, No. 9 took the ball from No. 15 on downs. They then tried a couple of trick plays, but gained only a few yards. Then the No. 9 boys went into the position for what their opponents thought was to be a double reverse, but instead of Mills, quarterback, running the ball, the fullback, Stadler, holding the ball from view close to his waist, ran interfernence and blocked out for Mills who did not have the ball. Stadler ran about thirty yards before the No. 15 boys knew who had the ball. When they did find out, he only had about ten yards to go for a touchdown, and made it easily.

The No. 9 boys also missed their try for extra point, and the game resulted in a 6 to 6 tie.

Mark Twain—American Author

By Thomas Stallings, 9th Grade

Samuel Langhorne Clemens, whose pen name was Mark Twain, was born in the town of Florida, Missouri, on November 30, 1835. He received only what education a little Western town of those days could afford. He went to work in a printing office at the age of thirteen, and soon became and expert type-setter.

For a time he worked in St. Louis and New York, but the life of the river held a great fascination for him, so in 1851, he became a steamboat pilot.

While engaged in this work he wrote "Life on the Mississippi River."

Everyone who has read this story has followed with keen interest his experiences on the river. The term "mark twain" was used to indicate the depth of the water, and it is believed that this was where he got his pen name.

When the Civil War broke out, navigation on the Mississippi River practically stopped. Clemens then joined a company of Southern sympathizers, but saw no actual service.

Later, he went to Nevada, where he worked as a newspaper reporter for a while and became well-known for his delightful humor. For some time he was interested in mining.

In 1866, he began to become noted as a writer and lecturer. In 1870, he married and gave up the editorship of the "Buffalo Express," of which he had been in charge for two years. The

Clemen's then went to Hartford, Conn., where they remained until 1889. By this time they began to run low on money, so they went to Europe, where living was cheaper.

In 1900, Clemens, his wife and daughters returned to America. They lived for several years in New York, but the author's last days were spent in a beautiful homt which he had built in Redding, Conn.

Statues in his honor have been erected in his birthplace and in Hannibal, Missouri, but the most beautiful of the memorials honoring him is the 106-acre Mark Twain Memorial Park, on the banks of the Salt River. This contains the two-room humble cottage in which he was born, and which has long been a place of intense interest to sight-seeing people the world over.

Samuel Clemens' stories cover a period of time (1835-1910) of which not much would be known were it not for his writings. Yes, he has truly been referred to as he "who cheered and comforted a tired world," through the delightful adventures of Tom Sawyer, Huckleberry Finn, and the Connecticut Yankee.

Education

By Harvey Leonard, 9th Grade

What is education? Education is the training of the mind and the hand that will be of great help in life. If the mind is trained and well developed, a person is in good standing in social and private life. Every person should have an education, because education is the strength of America's future. Even in time of peace young men and women are needed to carry on the work of those who are getting old and cannot get around very much. Boys are needed in all kinds of work. If a person does not get an education, he or she will not have as good a chance as the person with a good education, because everyone will be looking for boys and girls with plenty of intelligence. Even an education is needed to be on the same level as our companions.

The Picture Show

By Thomas Wansley, 9th Grade

The name of the picture show on Thursday night of last week was "Babes on Swing Street," starring Ann Gwynne and a few other "babes." This was a musical program, with plenty of "jitter-bugging." All of tht boys at the School like that kind of a picture. The comedy was "Aba Ben Boogie." All of the boys, officers and matrons enjoyed these pictures very much.

Top Football Games of the Nation

By Charles Young, 9th Grade

Last Saturday, Army played the University of Pennsylvania and piled up a tremendous score of 62 to 0, the worst they have beaten any team this year. This game was played at Franklin Field, Philadelphia.

December 1st will be a great day for football fans, when Army and Navy will meet in Philadelphia. This should be a good game.

Wake Forest defeated the University of North Carolina, at Kenan Stadium, Chapel Hill, by the score of 14 to 13. This was a surprise to most of us, for we thought U. N. C. would be the winner.

A Changing Season

By Raymond Byrd, 9th Grade

The leaves are turning yellow,
The corn is turning brown,
And the golden rod is bending down,
The wind is blowing strong,
And the rain is pouring down
As the merry little leaves go fluttering along.
Here comes a whirlwind, blowing loud and strong,
And it is taking some dust along.

Winter is coming soon,
With her sky so blue,
And her rains and cold weather, too.
The evergreens shall never die,
But shall brighten the bright, blue sky.
While upon the ground the snow doth lit.
The cedars are swaying
As the breeze goes flowing by.

B. T. U.—Intermediate Group

By Jack Gentry, 9th Grade

First, we assembled in the auditorium and sang one song entitled "Jesus Paid it All." Mr. Hawfield led the song and Mrs. Liske played the piano.

Some second grade boys then gave a short program. John McHan gave a reading. Then they sang several Thanksgiving songs. We all then sang "When He Cometh" and went to our classrooms.

Mr. Spurgeon Helms was in charge of our group this Sunday. Kenneth Staley called the roll and we started the class. The topic was "Grateful Living."

The first part, "Thanksgiving Day in America," was given by Charles Shore.

Robert Lee gave the second part, "Thanksgiving—For What?"

Hugh Cornwell gave the third part, "Stagnation or Progress."

Jack Gentry gave the fourth part, "The Habit of Gratitude."

Grald Johnson gave the last part, "Count Your Blessings."

Fourth Grade News

By Morning 4th Grade

The boys of Mrs. Dwight Morrison's fourth grade have been studying art appreciation. They have completed the study of the picture, "The Solemn Pledge," an Indian picture, by Walter Ufer. Their reading, clay modeling and drawing for the month of November have been centered around this picture. They are looking forward to the study of "The Madonnas" next month.

Radio Program

By Raymond Cloninger, 9th Grade

On Tuesday, November 6th, Mrs. Morrison and her second grade boys went to Concord to broadcast over station WEGO.

John McKinney told a story entitled "Jesus and His Friends Give Thanks," after which the group sang "Thank You, God, for Everything." After that they sang a song entitled "Praise Him, Praise Him."

Mrs. Liske accompanied the boys at the piano, and Mr. Hawfield gave a talk on the various kinds of work done at the school.

Football

By Barney Mills, 9th Grade

The football games were played last Saturday afternoon as usual. Fol-

lowing are the scores of the games:

Receiving Cottage 24 5th Cottage 0
2nd Cottage 7 1st Cottage 6
4th Cottage 42 3rd Cottage 0
9th Cottage 6 15th Cottage 6
10th Cottage 32 11th Cottage 0
13th Cottage 12 14th Cottage 0

STANDING OF THE CLUBS

League Number One

	Won	Lost	Tied
Receiving Cottage	4	1	0
Cottage No. 1	1	4	0
Cottage No. 2	2	2	1
Cottage No. 3	1	2	2
Cottage No. 4	5	0	0

League Number Two

	Won	Lost	Tied
Cottage No. 9	1	3	1
Cottage No. 10	5	0	0
Cottage No. 11	2	3	0
Cottage No. 13	3	2	0
Cottage No. 14	1	4	0
Cottage No. 12	2	2	1

———:———

THE MASTER BUILDERS

May blessings be on those whose days are spent
In laboring with youthful hearts and brains;
To them the richest joys in life be sent,
And gratitude repay their toil and pains.

Theirs is a labor worthy of the best
Development of human strength and skill;
Nobility of soul has been their test
Beyond mere training of the mind and will.

They are mighty builders of ideals—
Whose structures, marvelously beautiful,
Whose architecture perfectly reveals
And helps to make the best attainable.

No common brick-and-mortar task they ply,
But with materials which make our dreams,
They rear the stately columns to the sky,
Where Heaven caps them with rich golden gleams.

But strenuous the work and great the pain
When Youth is unresponsive in its mood;
The master builder labors all in vain,
And ruins lie where palace might have stood.

—Angie Miriam Gordon

NEWS OF FORMER STUDENTS

Earl Irby, formerly of Cottage No. 14, called at The Uplift office last Monday afternoon. This young man, who is now thirty years old, entered the School, October 17, 1929, and was permitted to return to his home in Charlotte, October 18, 1932.

During the greater part of his stay with us, Earl was employed in the carpenter shop and developed into a very good painter.

Upon returning to Charlotte, he obtained employment at the painting trade, doing both interior and exterior work, and continued at that work until he was inducted into the United States Army, February 14, 1942.

Earl first went to Fort Jackson, South Carolina, for basic training and was later assigned to an Army Air Corps unit, and for nearly a year he received training in the following places: Keesler Field, Biloxi, Mississippi; Barksdale Field, Shreveport, Louisiana; Fort Myers and Lakeland, Florida..

Earl became a waist-gunner on a B-17 American Flying Fortress, and on December 25, 1942, he sailed with his outfit for overseas duty. On January 21, 1943, they landed at Oran, Algeria, in Northern Africa. After a short stay at Oran, they moved on to Algiers, Constantine and Tunis, taking part in numerous bombing missions.

A little later, Earl was made a sergeant in the 99th Bomb Group, Fifteenth Air Force, and they then went from Bizerta to Taranto, Italy. Shortly thereafter they were quartered near Foggia, Italy, where they remained for the duration of the war.

Earl stated that while he was in Italy he took part in the first shuttle-bombing missions to Russia, and made the round-trip several times thereafter. He also participated in the bombing of the Rumanian oil fields, Cassino Abbey and other strategical points.

In a brief conversation with this young man we learned of several of his interesting experiences in North Africa and in Italy. Some of them had reference to the great damage done by American bombers and the consequent destruction and suffering which followed. Other stories were more pleasant, being descriptions of various sight-seeing tours of historic Italian cities, which the G I's were able to make when off duty. He and his buddies snapped quite a few pictures over there and Earl, remembering our hobby of collecting pictures, very kindly left a few to be placed in our scrapbook.

One of the last missions made by Earl's outfit was that of flying a number of photographers of the Army Signal Corps to Milan, Italy, for the purpose of making pictures of the capture of Mussolini. They arrived upon the scene just a few minutes after the angry mob had killed Mussolini, his mistress, and a number of their associates, and had hanged them, head downward, in the city square. He said that as the angry Italians surged into the square, there seemed to be no limit to their desire to wreak vengeance upon the Fascists, who had brought so much suffering to the people of Italy.

went through the African and Italian

According to Earl's statement, he

campaigns without receiving the slightest injury, and that he had been awarded the Good Conduct Medal, the European Campaign Ribbon (with 3 battle stars), and the Soldier's Medal.

Leaving Italy on September 23, 1945, Earl arrived in New York City, October 10, 1945, and shortly thereafter received an honorable discharge from further military duty. He is now living in Charlotte, and within the next few days he expects to again take up painting. He stated that he had an opportunity to go to work for the Eastern Air Lines, but had not fully decided whether to accept the offer or to stay in Charlotte.

During our conversation with Earl we learned that his brother, Henry, had also been a member of the United States Army, serving as a member of a field artillery unit, and that he was also honorably discharged a short time ago He, too, was once a student at the School, coming to us, October 17, 1929 and returning to his home in Charlotte, October 20, 1934. While here he was a member of the Cottage No. 14 group. Henry is now twenty-six years old.

—:—

Bernard L. Fausnett, a former member of the Cottage No. 10 group and of the bakery force, visited the School recently. He was admitted to the institution, April 3, 1939 and was conditionally released, June 23, 1941.

Shortly after leaving us, Bernard become an enrollee in a CCC camp, located in Stokes County, where he remained for about three months. He then secured employment in the Merita Bakery, High Point, and worked there for several months, and then went to Baltimore, Maryland, where he worked in a railroad yard until enlisting in the United States Army in March, 1942.

Bernard was first stationed at Camp Croft, South Carolina, and then went to Fort Jackson, which is located in the same state, for his basic training. He was assigned to a paratroop unit and received training in the following places: Camp Lee, Virginia; Fort Benning, Georgia; Camp McCall and Fort Bragg, in this state. From the latter place he went to Camp Shanks, New York, from whence he embarked for Europe, as a member of the 506th Parachute Infantry, 101st Airborne Division.

Arriving in England, he was stationed there until he took part in the invasion of Normandy. While making a jump in an attempt to land in Normandy, he sustained a broken ankle and was sent back to a hospital in England for treatment, Upon recovery from this injury he returned to active duty and took part in a number of missions in Holland; Bostogne, Belgium; the Ruhr Valley and Berchesgarten, Germany; and in Austria. He received a slight face wound while on a mission in Holland.

This young man, who is now twenty-one years old, stated that he had received the following citations: European Theatre of Operations, Purple Heart, Good Conduct Medal, Campaign Bar with five battle stars; Bronze Star and the Presidential Unit Citation.

Bernard arrived back in the United States, September 15, 1945, and has been spending a furlough in High Point since that time.

He stated that while overseas he received quite a number of copies of The Uplift, adding that he certainly enjoyed reading about the various ac-

tivities at the Training School. He said that when he finished reading them he always handed them over to his buddies, and they, in turn, passed them along from group to group until "they wore 'em out." According to Bernard it was a very popular little magazine with the boys "over there," and they particularly enjoyed the poetry usually found within its pages.

—:—

Superintendent Hawfield recently received a letter from John Allen, who, with his brother, Charles, left the School last summer, and at the beginning of the fall school term, entered Edwards Military Institute, Salemburg, N. C. During his stay with us, John was employed as office boy and Charles was a member of the printing class. Both lads made very good records while here, and we are glad to learn that they are doing well at E. M. I. John's letter reads as follows:

"Dear Mr. Hawfield: Just a few lines to let you know that I am well and hope everyone at the Training School is getting along fine. Tell Mr. Barber and Miss Niblock 'hello' for me.

"I have been getting along fine lately in my school work and in my military work.

"I have been drawn into the International Relations Club by Captain Green, my history teacher. Also I have been called up for membership, along with eleven other boys from E. M. I. and eight girls from Pineland College, to the Beta Club of National and International Relations. In these clubs we have good times. By the way, we have ten or eleven boys in the International Relations Club, and the number of girls hasn't yet been determined. There are between 500 and 600 students at the two schools.

"I have all eleventh grade subjects. except Algebra 10, and I had forgotten at the time I asked for eleventh grade work that I would need sixteen subjects to graduate, when I only have eight at the end of this year of the necessary twelve. I will have to go school another year unless I can make it up in summer school. Anyhow, I don't mind it.

"We have military drill from 3:30 until 4:40 every afternoon, with 1917 model 30 calibre rifles. It gets pretty tiresome after carrying that gun around for an hour. We also have a parade of the entire cadet corps on Monday, November 12th, at Clinton.

"This place reminds me very much of Jackson Training School in many ways. That is why I am so used to this kind of school, and I like it pretty well. To tell the truth I practically like your school better, except for the idea of no privileges, such as going home or to town as you like. when you get a chance, and to do most anything you care to do.

"I had better close now as time is very short. Please find out Miss McCoy's address and send it to me, as I should like to write her. Yours truly, John Allen."

—:—

Some time ago we received a letter from Eugene Heffner, one of our old boys, who has been in the United States Navy for about three years. At the time of writing, October 6, 1945, Gene was stationed on the Island of Guam, and had attained the rating of Fireman, First-Class aboard the NSS Alchiba (AKA-6) and he stated that he was getting along fine. According to his letter the typhoon was pretty

bad at Guam, causing several ships to break loose during the worst part of the storm.

Gene asked to be remembered to all of the workers who were here when he was in the School, and he says that he is coming to see us as soon as he can.

When Gene first came to this institution, he was placed in Cottage No. 12, and when it was closed, he was transferred to Cottage No. 4, where he remained until receving his conditional release, July 7, 1942.

We were very glad to hear from Gene, and it was especially pleasing to note that he had been promoted to Fireman, 1-c. We hope that his desire to get back to the States will soon be fulfilled. His many friends here will be glad to see him again.

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Not so very long ago we learned that Thomas Ellis Blanchard, one of our old boys, has been in the United States Army since last June, and is now stationed in Louisiana. He wrote a friend in Concord and told him about receiving mechanical training. Although Tom has done that kind of work for the past twelve years, he stated that he was really enjoying his training and was learning to do many things in a newer and better way.

Tom entered the School, July 2, 1929 and remained here until January 1, 1933, when he was premitted to return to his home in Charlotte. While a lad here, he was in Cottage No 5 and his work experiences consisted mostly of various jobs on the outdoor forces.

Within a year or two after leaving the School Tom moved to Concord, where he worked as mechanic in two or three different garages. About three years ago he secured employment as a mechanic at Morris Field, Charlotte, remaining there until becoming a member of our country's armed forces.

Tom has been married several years, and owns his own home in Concord. He is now twenty-seven years old.

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Edgar (Buck) Blanchard, a former student, stopped at the School recently, for a brief chat with some of his old friends. Buck was in a United States Army uniform. He said that he had spent six months in service, but had been given a medical discharge. He told us that the authorities were just about to discharge him for misrepresenting his age when enlisting, but later decided upon the medical discharge.

Like many other boys all over the country, Buck was eager to get into the Army, and went to the selective service board and registered as being eighteen years old. No questions were asked at the time, because a boy who tips the scales at 183 pounds and measures 5 feet 10 inches, could easily pass for nineteen or twenty. Buck seemed very much disappointed that the military officials learned that he was under age.

Buck came to the School, June 16, 1943 and was conditionally released, August 29, 1944. He was in the seventh school grade at the time of leaving, During his stay with us, he was in Cottage No. 15 and was employed in the dairy, and made very good records at both places.

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Upon a recent visit to the School, Mr. E. F. Murray, Superintendent of Public Welfare, Laurinburg, reported very favorably on two of our form-

er students from his community.

He first told us that Paul Painter is now a member of the United States Marine Corps, and is stationed in Panama, where he is getting along very nicely. He said that he was well pleased with what this institution had done for Paul, and added that the lad had made an excellent record after returning to his home. He also commented very favorably on the fine manner in which Rudy Hardy has been getting along back home. Rudy was here at the same time Paul was one of our group, and was permitted to return to Laurinburg last December.

We are always delighted to get such fine reports on our boys after they leave us, and we trust both of these fellows will keep up their good work.

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We were very agreeably surprised a few days ago, when Raymond B. Hinson, one of our old boys, walked into the office, after having been away from the School for quite a number of years.

Raymond entered the School, September 4, 1926, and on September 12, 1931, he was allowed to return to Charlotte to live with his father, his mother being dead. He was in Cottage No. 7 during his stay at the School and was employed in the laundry. He entered the second school grade upon admission and had advanced to the seventh grade at the time of leaving. His record at the institution was very good and he continued to get along nicely after going back home.

This young man, who is now twenty-nine years old, showed us his honorable discharge from the United States Army, which he received October 9, since December 28, 1940, that being the date of his enlistment. He was among the first boys to leave Charlotte for army duty after the Sellective Service Act went into effect.

Raymond's discharge showed that he had taken quite an active part in the war. It stated that he had been awarded the EAMET Campaign Medal (with 4 bronze service stars); the Good Conduct Medal; and as a member of Co. 6 HQ, 42nd FA BM 26, had taken part in the following battles and campaigns: Northern France, Rhineland, Ardenes, Central Europe. His rank was that of Cannoneer (844), SS 30 Cal. Carbine. He stated that he was in the territory where the famous "Battle of the Bugle" occurred. Although practically all of his outfit was wiped out, he said that he did not heceive a scratch. At the time of receiving his discharge, he was rated as a staff sergeant.

We recall Raymond as a very small fellow at the School about nineteen years ago, but now he has developed into a fine-looking fellow, standing about six feet in height, and has a most pleasing manner. He was quite enthusiastic in expressing his appreciation of what the School had done for him.

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A progress report recently received stated that Fonzer Pittman, a former student, joined the United States Army on September 20, 1944. That was the first news we had received concerning this lad since he left the School.

Fonzer came to this institution, March 15, 1941 and remained here until May 6, 1944, when he was conditionally released to return to his home in Mitchell County.

While here Fonzer was in Cottage No. 3, and when the boys from that

cottage were transferred to Cottage No. 14, in March, 1944, he went along with that group. He was in the seventh school grade when he left us. His work experiences while at the School, consisted of employment on the regular work line, in the sewing room and in the laundry.

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Auddie Farthing, one of our former students, now serving in the United States Navy, continues to write his old friends here at frequent intervals.

Superintendent Hawfield recently received a letter from him, written down in the South Pacific area. He writes that he is getting along fine but that it is very hot where he is now stationed. Like most of the service boys, Auddie is hoping to get home soon, probably by Christmas time.

He expressed his appreciation for several copies of The Uplift which were sent to him from time to time, and asked that we keep sending them. He also requested that he be remembered to all the boys and members of the staff who knew him as a boy here.

We were very glad to hear from Auddie again, and hope that he may be able to get back to the States soon, and drop in and see his old friends here.

During his stay at the School, Auddie was a member of the Cottage No. 14 group, and was employed on the farm and in our textile plant. He came to us from Boone, N. C.

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According to a couple of letters received not long ago, it would seem quite likely that two former members of our printing class, who have been overseas with the United States Army for more than two years, may come walking into our office some time in the very near future.

John T. Capps, who first became acquainted with a linotype in The Uplift plant, writes from Erlangen, Bavaria, as follows: "Here's some good news. Orders have come out, transferring a group of men in our postal unit to a replacement depot in France—and I am in the group. I hope to make it home by the first of December, and will probably be able to get up to see you by the middle of the month or the first of the year. Please do not write any more or send any more copies of The Uplift, as I don't believe they will reach me. Please think of me when I'm riding those 40 and 8's across France. Tell all 'hello' for me. Hope to see you soon, Your pal, Johnnie."

Ivan A. (Tiny) Morrozoff, who also became quite expert at manipulating the keys of the liotype here in this department, has been in India for more than two years, and, from the tone of his letters, received since the end of the war, he was beginning to think that he was going to be 'stuck' somewhere out in the Himalaya Mountains indefinitely. Just a few days ago we received the folliwing very brief V-Mail letter: "Dear Mr. Godown: You may send The Uplift to 1056 Progress Street, Fayetteville, N. C. Tiny is on his way home. Sincerely, Ivan A. Morrozoff."

We were glad to hear from both of these fellows. During their stay overseas they have been quite faithful in writing us. Both Johnnie and Tiny were well aware of our efforts at amateur photography, and from time to time both of these former students of ours have sent many pictures which they snapped in foreign lands.

These have been placed in our scrapbooks, and we are most grateful to our young friends for providing such valuable additions to our collection.

It is pleasing to learn that these young men expect to come home soon, and we trust their plans to visit the School may soon materialize.

LOOK UP AND LIVE

I believe that God put me into this world for a useful purpose, to get out of life all the joys He intended for me to have, to render succor, to be an honor to the nation in which I live.

Courage is the victor over defeat, I shall ever look forward and not backward, my character will be strengthened by the trial I overcome, I shall continually strive for the nobler things of life and live on the promises of God for joyous anticipations that await me.

My soul is the Temple of God and nothing shall swerve my belief in Him. I shall rise above defeat.

I am the Master of my Ship and the turbulent waves shall not deter me, I will steer a straight course and arrive at a peaceful harbor. Discouragements are but stepping stones to greater determination, failures shall never linger among my thoughts and I shall reach the pinnacle of success. I shall follow the rainbow to the golden opportunities of life and share them with others.

The battles of today will but mean victories on the morrow—I will always strive to lead and not follow—I will share with thers the joys of life, compassionate their miseries and sympathize with their misfortunes.

As the sun's rays gather new strength daily for our soul. I meet the discouragements of life with a stout heart and an unfailing spirit.

I will not use my tongue for idle gossip, but for the God given purpose of spreading joy and comfort to my fellow-man. I will dominate my thoughts with clean and higher things of life. I will not waste the time of others nor of my own.

Lastly, I will look the world squarely in the face and assert my right to the fact that, with God's help, nothing can overcome me. To sum it all up—I will be a man.

—Captain Arthur C. Jones, U. S. A.

SUNDAY SERVICE AT THE SCHOOL

The guest speaker at the afternoon service at the Training School last Sunday was Rev. R. C. Whisenhunt, pastor of Trinity Reformed Church, Concord. For the Scripture Lesson he read Mark 12:41-44, and as the text for his message to the boys, he selected part of the 43rd verse:"This poor widow hath cast more in, than all they which have cast into the treasury."

The speaker told his listeners that in the story just read, we learn that Jesus went into the temple for two reasons: (1) He went to worship with the people; (2) He went for the purpose of observing how they worshipped God.

In the temple in this story, continued Rev. Mr. Whisenhunt, there was a great crowd of people. Jesus and a few of his disciples were standing by as the people were going up to the front of the church to make their contributions.

The speaker then pointed out that in a crowd so large, there were many rich people present. Many of them would step proudly forward and deposit huge sums of money in the temple treasury. In some cases, as in many of our modern churches, they probably did so with a lot of show, wanting everybody present to know that they were contributing very large sums toward the work of the church.

Toward the end of the line, said the speaker, there was a poor widow, who came forward and placed two very small coins in the box. These coins were called mites, and would be worth one-quarter of a cent each in our money. We can picture her making her deposit and returning to her place in the crowd.

Now it was all very fine for those rich men to give great sums to the church, said Rev. Mr. Whisenhunt. They deserved a certain amount of credit for so doing. But, after all, they had not made any great sacrifice, for they had plenty of money left, and were in positions to make more.

On the other side of the picture we see a very poor woman. She was probably so poor that she was unable to purchase the bare necessities of life for herself and her children. Yet she opened up her little purse, took out the two little coins (all she had) and put them into the treasury.

We are told, said the speaker, that Jesus smiled as he noticed how very generous the poor woman had been. He pointed out to those present that this poor woman had given more than all who had cast their money into the treasury.

Rev. Mr. Whisenhunt then called attention to three things to be learned from this story, as follows:

(1) This poor widow gave out of the abundance of the love that was in her heart. She gave because of her love for the temple and the work it was doing. She loved the church and the Kingdom of God. That is the kind of giving which counts. This woman gave from the heart, which made her small gift the greatest of all.

(2) She gave out of appreciation of the church and its work. The churches of today take the places of the temples of olden times. When we make our contributions to the church, we are giving toward a great work.

(3) She gave sacrificially. When those rich people went home, they were going to have as fine dinners as ever; they were going to continue to wear the very best of clothing. But here is what made the widow's gift the greatest: She gave all she had to the Lord, when she really needed the money for other things. In her case, it was a great sacrifice.

In conclusion, Rev. Mr. Whisenhunt told the boys that whenever they think of the story of the widow's mite, to think of it as being one of the greatest gifts to God ever mentioned in the Bible.

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TRUTH NEVER DIES

Truth never dies. The ages come and go.
  The mountains wear away, the stars retire.
Destruction lays earth's mighty cities low;
  And empires, states and dynasties expire;
But caught and handed onward by the wise,
  Truth never dies.

Though unreceived and scoffed at through the years;
  Though made the butt of ridicule and jest;
Though held aloft for mockery and jeers,
  Denied by those of transient powers possessed,
Insulted by the insolence of lies,
  Truth never dies.

It answers not. It does not take offence,
  But with a mighty silence bides its time;
As some great cliff that braves the elements
  And lifts through all the storms its head sublime,
It ever stands, uplifted by the wise;
  And never dies.

As rests the Sphinx amid Egyptian sands;
  As looms on high the snowy peak and crest;
As firm and patient as Gibraltar stands,
  So truth, unwearied, faith the era blest
When men shall turn to it with great surprise.
  Truth never dies.

—Author Unknown.

THE LATCHSTRING MURAL

By Berthalee Broyles

In the State Capitol at Harrisburg, Pa., is a magnificent set of murals by a Philadelphia artist, Violet Oakley. There is Lincoln at Gettysburg; there is Independence Hall. A whole series gives the life of William Penn. But, even among these famous scenes, the most startling is the picture of a humble pioneer pair in the Latchstring Story.

The Latchstring Mural is just inside the door of the Senate chamber. It portrays a true incident, corroborated by careful historical research. The facts came to light not only through the evidence of the settlers themselves, but from the evidence of an Indian present at the scene. He was later taken prisoner and told of the happening.

John and Mary were young parents who lived far out beyond the white settlement in the edge of the forest. They lived by what was considered a peculiar religion. Among other unusual practices of that religion was a way of leaving the latchstring of their door outside so that anyone could enter without knocking.

Such wooden latches may still be seen on crude buildings. A heavy bar on the inside fitted into a wooden notch and fasting the door. To this bar was attached a leather thong called the latchstring. This thong was passed through a hole in the door so that anyone wishing to enter could pull down on the string, which raised the bar and unlocked the door. It was the usual costom to pull the latchstring inside at night so that no one could enter without knocking. John and Mary, however, left their latchstring hanging outside by night as well as by day.

There came a night when they pulled it inside for awhile, and this is the night shown in the picture. That afternoon a messenger had come riding with dreadful news—Indians were on the warpath! They were painting their faces and making gruesome reparations; that night they would be out in earnest. The young parents could not possibly reach the fort by nightfall with their children; they had to stay. "Well, then," urged the messenger, 'aleast when you go to bed, pull in that string so the red men cannot walk right in while you are asleep."

He rode away through the dark forest and John and Mary faced the night. They held family worship as usual and as usual sent the children into the loft to bed. After talking over the danger, they decided that "just this once" the latchstring should be pulled inside. They barred the door and lay down in their bed beside the fire.

But sleep would not come. To their minds that bar meant a denial of their faith. They had committeed themselves unto the Lord tonight as on other nights. The father arose and put the string outside as usual. Then they went to sleep.

At dawn they were awakened. Someone was stealthily pulling on the latchstring, for the bar was slowly rising. As they watched, the door

swung open, and there in the door way were six painted Indians, armed with tomahawks and scalping knives.

It is this dreadful moment that the artist has chosen for the mural. There are the pale and terrified parents, the hesitant Indians. The artist has added, above, a great angel with hands outspread above the defenseless heads.

It was a dreadful moment, but it was only a moment. The door swung to again and the Indians went so quickly and so silently away that it seemed like a dream.

gxr deowr

But it was not a dream, for that morning found all up and down the valley white homes in ruins and the Indians escaping to their hills. Only John and Mary and their children of all the whites in that valley, were left unharmed.

What was the explanation? Was there really a protecting angel? The artist has added the Scripture: "He shall give his angels charge concerning thee." Shall we assume that the faith of John and Mary brought them divine intervention?

The explanation is really very simple, but it is no less sublime. The Indians for a long time had known about the peculiar people whose latchstrings hung outside. They saw no angels and probably did not understand the reason why the door was unbarred. But they did know that at such homes an Indian was not an inferior beast, but a brother. At any time he might go in, tired and cold and hungry, to rest by the fire and share the family meal. John and Mary lived by a religion of brotherhood; the latchstring was but a symbol of that brotherhood. Such homes were precious to the Indians, and they wanted them to remain. The Indians who was later captured said that if the door had been fastened against them, John and Mary would have died that night with the other settlers.

"There is a moral law that under girds the universe." It works just as gravitation works. Patience and fair treatment, love and kindness worked.

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It is reported from England that an inscription on an old tombstone at Churchchampsie bears the date of A. D. 1444, and is still clearly legible. The legend is a prophecy made five hundred years ago and has been completely fulfilled with World War II. It reads:

When pictures seem alive with movements free,
When ships, like fishes, swim beneath the sea,
When men, outstripping birds, shall soar the sky,
Then half the world deep-drenched in blood shall be.

—Sunshine Magazine.

BALD MOUNTAIN STILL A BOTANICAL MYSTERY

By Bill Sharpe in We the People

The Bald Mountain Mystery is just as much a mystery as ever it was, in spite of some neat solutions advanced in recent years. Why is it that certain Apalachian mountain tops from 2,000 to 6,000 feet high will not support trees? Altitude (timber line) is not the answer, for both Mt. Mitchell and Clingman's Dome...both nearly 7,000 feet high . . . are timbered to the top.

In 1938, W. A. Gates of Louisiana State University, discovered twig gall wasps laying their eggs in oak trees on mountain tops,which eventually killed the timber, and so concluded that the wasps are the real barbers of the balds. But Dr. B. W. Wells, botanist at N. C. State College, sticks to his theory that certain mountain tops were favored camping spots of on mountain tops, which eventually burned off the tops to furnish space for their villages, and also to provide themselves with unobstructed lookout points.

He points out that the balds are always gentle sloping tops...none of them rugged or precipitous . . . and that usually, too, they are on the southern (protected) side of slopes, and that often strong flowing springs are nearby. In other words, they were ideal tenting grounds for the aborigines.

Dr. Wells continues that after a natural fire in the mountains, the arboreal succession is of "fire cherry," which under repeated fire succeeds itself in basal shoot regeneration. Thus, he concludes, natural fire itself cannot explain the balds, and hence the grass sub-climax must result from human (Indian) interference.

Recently, it was discovered that a great belt of olivine underlies the bald mountain section, and some geologists pointed out that the ore had a very shallow over-burden. They then advanced the theory that the soil was too thin and poor to support trees.

Whatever the cause, the balds have existed since earlist explorations and seem exempt from the usual forest succession, which normally would cover them with pines in from five to twenty years, and eventually, the pines would be succeeded by the inevitable oak-hickory or oak-chestnut forests.

Balds vary widely in composition. Grassy balds are fairly common, and often quite large, and sometimes are used as summer pasturelands by cattle men. On some, such as Mt. Sterling, the sedges predominate. Still other balds are favored by wild flowers, such as the exquisite little bluet.

Shrub balds often are covered with rhododenrdon, the most famous of these being Craggy Gardens near Asheville, which puts on a June display for thousands of visitors. The Roam Mountain bald, one of the most beautiful, is covered with green alder. Wells notes that other balds are dominated by such shrubs as beaked hazlenut, azalea, shrub honey-suckel, and,

at lower altitudes, the laurel. The hypothesis is that, once the grasses and shrubs come firmly in, through interference, the trees are unable to force their way back up the slopes.

In addition to their park-like appearance and colorful blossoms, the balds offer another advantage to sight-seers, because from many of them are obtained the most spectular of views, since they contain no obstructing timber.

Well's theory has romantic substantiation in Cherokee mythology. They tell of a winged monster who in ages past swooped from the skies and carried off their young. For protection, the Indians cleared (burned?) mountain tops upon which were posted sentinels to give the alarm at the approach of this monster. Incidentally, the beast was disposed of miraculously, but ever since, say the Indians, the balds have refused to bear abstructing foliage.

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WHAT FAULTS REALLY ARE

Sin is ignorance.
Noise is inefficiency.
Anger is weakness.
Self-pity is selfishness.
Discontent is infirmity.
Sloth is extravagance.
Fear is self-limitation.
Worry is blindness.
Prejudice is narrowness.
Resentment is obliquity.
Arrogance is ill-breeding.
Revenge is savagery.
Simplicity is greatness.
Gentleness is strength.
Poise is power.
Righteousness is wisdom.
Generosity is gratitude.
Nobility is uprightness.
Refinement is sensitiveness.
Patience is discipline.
Holiness is wholeness.
Love is unselfishness.

—Grenville Kleiser.

THE REVOLVING DOOR

Dr. Thomas Topper in Good Business

There was in one of the European countries a man of title and wealth, whose only business was to enjoy life. When he had arrived at middle age, war came and took away his fortune and whisked him to an enemy prison camp. One day he escaped, and by queer turn of events, he eventually landed in the United States, the "Promised Land" of the oppressed.

The baron—that does not quite state his rank—found himself in a strange land under strange circumstances, and without business experience. He sought work that he might support himself, and was given a position as doorman in a busy retail establishment. He was assigned the duty of turning a door at a very busy entrance. It was a painful experience for one with such a background. His nature rebelled at the thought, but there was no alternative. So he determined to concentrate his attention on the task before him.

Every morning the man cast his dignity aside as he entered into his routine—and dignity was to the baron something very important. It seemed strange therefore that after a few weeks he found himself actually happy. The few acquaintances he had made noticed too that he was more cheerful, and greeted strangers with extreme courtesy and pleasantry.

One of his acquaintances one day sensed an air of royalty in the doorman. The baron caught the friendly interest in the man's questions. A mutual understanding arose between the two men, and one day as they sat at lunch, the baron told the story of his struggle.

"In my first week here," said the baron, "things were very bad for me. I, a baron, turning a door! And such a swift door! It repressed me all day long. And in the night, whenever I awoke, the thing stared me in the face. It was very distressing—I, the eldest son of a well-known family, turning a door!

"One day an idea came to me. I said to myself, 'Why should I not be a doorman from nine to five—and then a baron from five to nine?' My friend, you do not know what a lift—a 'boost' you call it in America—that idea gave me. After that I walked from here at five o'clock a real gentleman, with the old family dignity. I held myself like a baron, I walked like a baron. I even smiled like a man well born—and I, with only a few small coins in my pocket! But only the doorman knew that.

"Well, it felt fine for just a little while. Then I had a better idea—oh, very much better. I said to myself one evening while walking home—like a baron—"Why, if it is so fine to be a baron from five to nine, should I not be a baron from nine to five?'

"I tried it. It worked. It was marvelous! My friend, you see me now a man of distinguished family, receiving my guest at the door. No other baron ever had as many callers in a whole week as I have at the store in an hour. And to every one of them I am Baron von Markrum. Of course, they don't know that, but after a

time one, then another stops on the way out and says a pleasant word to me. Wonderful to say, nearly all have a smile.

So now I am a baron again, working as you say in New York, 'a double shift' — eight hours a doorman, twenty-four hours a baron!"

The information is that the baron, having impressed his courtesy and ingenuity upon the management of the establishment, was soon promoted to a position of responsibility and honor. In learning how to open one door properly, he found the magic that opens all doors.*

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THE CHAP WORTH WHILE

It's easy to grin
  When you step in and win,
It's a wonderful cure for the blues.
  But what do you say,
At the end of the day,
  When you've played every bet but to lose?

Do you sit down and mope
  And claim that the dope
They handed you out was all wrong,
  That it wasn't your pluck,
But only your luck
  That came in too late for the gong?

Do you dwell on your sorrow,
  And thus discount tomorrow
By making a friend of your fears?
  If you do, it's a mess
You'll make of success,
  For days one by one grow to years.

Of course there's no doubt
  Fate knocked you about;
But say—that's the way she builds men.
  And the chap whose worth while
Goes down with a smile,
  For he knows he can come back again.

—Selected.

SLEEPY HOLLOW AND OBSCURE HAMLETS

(N. C. Christian Advocate)

Julian Miller of the Charlotte Observer says that unknown hamlets and sleepy hollows seem to be the breeding places of genius, and he cites that 27 of our 31 Presidents came from hick towns. A President is not necessarily a genius, and we do not know that one of the 31 could qualify, but still the figures are significant.

But the men who can qualify show an equally striking relation to colleges and universities. Shakespeare, the genius, lived in a country town of 3000 within six miles of Warwick Castle and 50 miles from Oxford University, but he never enrolled as a college student, and the royalty of Warwick would hardly have spit upon the harum-scarum country lad.

Robert Burns was slightly educated in the schools and his mother spoke the truth when she said, "Poor Bobbie, he asked for bread and they gave him a stone." For he went hungry at times, but all over Scotland are now monuments of stone to their most gifted poet.

John Bunyan's wife taught him to read, yet he wrote the greatest allegeory of the English tongue.

Archibald Henderson, who has written a monumental biography of Bernard Shaw, tells in that book how Shaw was sent a few weeks to a Methodist school in Ireland but refused to study and thereby ended his educational career in the schools. The record of these men of peculiar and unusual gifts makes an arresting story.

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HE IS MY BROTHER

God has taught in the Scripture the lesson of a universal brotherhood, and man must not gainsay the teaching. Shivering in the ice-bound or scorching in the tropical regions; in the lap of luxury or in the wild hardihood of the primeval forest; belting the globe in a tired search for rest or quieting through life in the heart of ancestral woods; gathering all the decencies around him like a garment, or battling in fierce raid of crime against a world which has disowned him, there is an inner humanness which binds me to that man by a primitive and indissoluble bond. He is my brother, and I cannot release myself from the obligation to do him good.—William M. Punshon.

THE MAN WHO RINGS TRUE

(North Carolina Christian Advocate)

Jesus found fault with the religious folks of his day because they were not genuine, they did not ring true. Too much was done for show; they were anxious to be seen of men. Jesus made specific demands in the three rounds of religious life: almsgiving, fasting, and prayer. He approved all of these and urged that they be a vital part of life, free from all pretense. They gave alms to be seen of men; he said let not your left hand know what the right hand does; with painted faces they made a display of their fasting; he said wash your faces and let not others know; they said long prayers on the street corners to be seen of men; he said go into the secret place and have it out with God.

Jesus puts his approval on those who ring true at all times and in all things. Much is being said about what can a Christian do and how should he behave? How shall a preacher act and what part shall he have in the affairs of the world? Answers many will be given to both these questions, but we may be sure that the demand that Jesus would place above all else is that a man should be genuine, he should ring true. He takes no stock in the men who make a pretense of being righteous, who play a part but do not ring true in all things.

These last days are testing times beyond any known when the Son of man walked in Galilee. The modern Pharisee is in the crucible. And it is equally true that the modern Christian is being thoroughly tested in this age of world reconstruction following the global conflict through which we have come.

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IF NO ONE NEEDED ME

In this wide world, so sad I'd be
If no one in it needed me.
If no one needed my help at his task
And none ever wished a favor to ask;
If none were depressed and weary at heart
And needed a "Pal" to play the part—
Yes, sad to me, this world would be,
If no one in it needed me.

—Selected.

COTTAGE HONOR ROLL

RECEIVING COTTAGE

Lawrence Allen
Claude Bridges
Maynard Chester
James Perkins
Charles Reeves
James Teague
Frank Westmoreland
Charles Young

COTTAGE No. 1

J. C. Alley
William Britt
George Cox
Horace Collins
Worth Craven
Thomas Everheart
James Eller
Edward Hambrick
Franklin Hensley
Jack Lambert
David Prevatte
Franklin Robinson
Clay Shew
Harry Thompson
Benson Wilkins

COTTAGE No. 2

(No Honor Roll)

COTTAGE No. 3

James Arrowood
Eugene Bowers
Joseph Case
Thomas Childress
Joseph Duncan
Talmage Duncan
Lindsay Elder
Robert Helms
Robert Jarvis
Emory King
Robert Lee
Lawrence Littlejohn
Samuel Lynn
James Maloney
Robert Peavey
Lloyd Purdue
Clifton Rhodes
Kenneth Staley
William Ussery
Paul Wolfe
Clyde Wright
James Dunn
Thomas Evans
Daniel Johnson
John McKinney

COTTAGE No. 4

William Arrington
Phil Batson
John Fine
Jeter Green
Eugene Hudgins
Robert Hogan
Hobart Keaton
Lacy Overton
James Parker
Leroy Pate
Ernest Turner
Edward VanHoy

COTTAGE No. 5

Curtis Butcher
Woodrow Davenport
Donald Hoyle
Allen Hicks
Robert Kerr
Robert Wilkins

COTTAGE No. 6

Donald Branch
Coy Creekman
Ollie Daw
Robert Driggers
Richard Davidson
William Hawkins
Clyde Hill
Lester Ingle
George Jones
Robert Long
Robert Mason
Nolan Morrison
Jerry Oakes
Robert Porter
Elvin Southerland
Ralph Seagle
Charles Sellers
James Swinson
Leroy Wilkins
James Walters
Bernard Webster

COTTAGE No. 7

Glenn Davis
William Keene
Arthur Lawson
Eugene Murphy
Jerry Peavy
Jack Phillips
Hubert Pritchard

Robert Shepherd
Claywood Sparrow

COTTAGE No. 8
(Cottage Closed)

COTTAGE No. 9
Gray Brown
Raymond Cloninger
Kenneth Dillard
Conrad Cox
Ralph Gibson
Edward Johnson
David Johnson
Richard Johnson
John Linville
Vernest Turner
Thomas Stallings
James Stadler
Eugene Peterson
Jack Wilkins
Thomas Wansley
Barney Mills

COTTAGE No. 10
(No Honor Roll)

COTTAGE No. 11
Donald Bowden
Charles Davis
Jack Gentry
Elmer Heath
Alvin Hilton
Thomas Hyder
David Isenhour
Lee Lockerby
Kenneth McLean
James Phillips
Alvin Porter
J. C. Rhodes
Leon Rose
Ray Shore
Martin Walters

COTTAGE No. 12
(Cottage Closed)

COTTAGE No. 13
Earl Allen
Ervin Ewing
Charles Gordon
Robert Hobbs
James Hensley

COTTAGE No. 14
Paul Denton
Elbert Gentry
Howard Holder
William Lusk
William Lerschell
James Milloway
Clifton Martin
Howard Kernodle
Lawrence Owens
John Roberts
James Shook
Thomas Styles
Leonard Allen

COTTAGE No. 15
William Best
William Caldwell
Harry Coffey
Alvin Fox
David Kinley
Harvey Leonard
Ralph Stewart
Charles Stephenson
Robert Summersett

INDIAN COTTAGE
Ray Covington
James Chavis
Allen Hammond
Alton Hammond
Lacy Jacobs
Hsrvey Jacobs
Morrison Jacobs
Clyde Lochlear
Carl Lochlear
Weldon Lochlear

INFIRMARY
David Brooks

———:———

As a pretty girl entered the crowded bus, a man rose to his feet. "No, you must not give up your seat—I insist," said the young lady. "You may insist all you like, Miss," replied the man, but I'm getting off here."—Selected.

DEC 3 1

THE UPLIFT

VOL. XXXIII CONCORD, N. C., DECEMBER 1, 1945 No. 48

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THE HUMAN TOUCH

May every soul that touches mine—
Be it the slightest contact,
Get therefrom some good,
Some little grace, one kindly thought,
One aspiration yet unfelt,
One bit of courage for the darkening sky,
One gleam of faith to brave the thickening
ills of life,
One glimpse of brighter skies beyond the
gathering mist,
To make this life worthwhile,
And heaven a surer heritage.

—Selected.

Published Weekly By

THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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BOY SCOUT REPORTER—James Hensley.
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The Uplift

A WEEKLY JOURNAL

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The authority of the Stonewall Jackson Manual Training and Industrial School.
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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

MY PURPOSE

To be a little kindlier
With the passing of each day;
To leave but happy memories
As I go along my way;
To use possessions that are mine
In service full and free;
To sacrifice the trivial things
For larger good to be;
To give of love in lavish way
That friendship true may live;
To be less quick to criticize,
More ready to forgive;
To use such talents as I have
That happiness may grow;
To take the bitter with the sweet,
Assured 'tis better so;
To be quite free from self-intent
Whate'er the task I do;
To help the world's faith stronger grow,
In all that's good and true.
God grant to me the strength of heart,
Of motives and of will.
To do my part and falter not
Thy purpose to fulfill.

—Author Unknown.

THE CURSES OF MEDIOCRITY

One of the blighting and devastating curses of too many people is that they become satisfied in their lives with standards of mediocrity. Too often they become contented and satisfied with measures of achievement which they know full well are within the limits of medi-

ocrity and do not extend themselves up to the high levels of excellence.

Someone has said that "mediocrity is excellent to the eyes of mediocre people." This means, of course, that there is grave danger that a person may become self-satisfied over and over again with doing his work inefficiently, with the result that he loses the joy of doing things on a par excellence basis. When a person does this too often and too long it tends to destroy his own personal ambition in life.

A great writer, Bruyere by name, once penned the following statement: "There are certain things in which mediocrity is not to be endured, such as poetry, music, painting, public speaking." In this connection it is pretty easy to understand how these fine arts, which express the lofty sentiments of the soul, forbid that there be any trifling with mediocrity upon it. Wherever there is mediocrity in such products, they soon pass off the stage because of the critical tests of the public.

When it is explained that there can be no tolerance of mediocrity in the fine arts, then the question should be raised, "Can there be tolerance of mediocrity in any other realms of human activity, such as teaching, carpentry, practicing medicine or law, or farming?" We ask ourselves if these are the vocations of men in which it is possible to get by with efforts that have been cheapened by mediocrity. One may even ask if there can be mediocrity of accomplishments among the clergy.

In the final analysis, every honest person who gauges his handiwork with standards of personal integrity knows full well that there is never any time when any person engaged in any worthwhile human activity should fail to do the best that he can.

In this connection it might be explained that there is often a tendency among well-meaning people to be jealous of others and to be critical of that person who seems to rise to high levels of achievement. This is one of the common faults of too many people. When they should be rejoicing because of the successes and victories of their contemporaries they have been finding fault and making excuses for their own failures. A great writer once explained this human weakness with these words: "Minds of moderate caliber oridnarily condemn everything which is beyond their range."

How much finer it would always be if every person should set as his goal to do his own task or fulfill his own obligation to the full limit of his abilities, and if he should forever outlaw from his own soul a tendency to be satisfied with mediocrity of achievement when he knows that he may, with more determination and more effort, enjoy the fruits of excellency.

* * * * * * * *

CHRISTMAS CHEER FUND

The Christmas season is again approaching, and throughout the history of the School there has been a Christmas Cheer Fund for the boys here. Generally the contributions to this fund have been generous, and they have come from many devoted friends of the institution and particularly of the boys here.

This year our friends will again be given the opportunity to make their usual contributions, and we wish to assure them that in doing this they will bring much cheer and happiness to the boys who are here. The funds are always spent for candies, fruits, nuts, or some small useful gift. Our friends are urged to make donations this year as generous as possible because of the fact that all goods or groceries purchased from this fund will cost more this year than usual.

Below is a list of the contributors to date:

Joseph F. Cannon Christmas Cheer Fund	$217.87
New Hanover County Welfare Dept., J. R. Hollis, Supt.,	30.00
Durham County Welfare Dept., W. E. Stanley, Supt.,	15.00

LOCAL HAPPENINGS

Reported by Boys of the School Department

Eli Whitney—American Inventor

By Thomas Stallings, 9th Grade

Eli Whitney was born in the year 1765. He was born in Westboro, Mass., and graduated from Yale in 1792. In the same year (1792) he went to Georgia to teach school. Here he met and became acquainted with Mrs. Nathanael Greene, the widow of General Nathanael Greene. Mrs. Greene found him very useful in inventing and making household appliances. So, when some of her neighbors complained of the slow method of removing the seed from cotton, she asked Whitney to see if he could advise some better way of removing the seed.

Whitney, for several months, worked on a machine. He was forced first, however, to make his own tools. Near the close of the year 1792, his simple machine was completed, and he found that under the guidance of one man it would clean a thousand pounds in the time required to clean five pounds by hand.

Whitney had worked secretly, but lawless men broke into his shop and stole his invention before he could get a patent. The succeeding five years were filled with misfortune. Lawsuits took all of his profits, but he could not get back his cotton gin. fitting by his invention he turned to the production of firearms. He established a factory at Whitneyville, Conn. Here, too, his talent made the work profitable and he manufactured large numbers of improved muskets, for which the army gave him large orders. He soon become very wealthy.

During his life Whitney received very little credit for his cotton gin; but later generations, however, have dealt justly by his memory, and today he is given fair credit for the greatness of his achievements..

My Camera

(An assignment on paragraph development)

By Thomas Wansley, 9th Grade

My candid camera has furnished hours and hours of fascinating enjoyment. I have never gotten anything out of it but joy and laughter. When I go on trips to any place that I think will amaze me, I like to take my candid camera. I like to take pictures of everything that is exciting and enjoyable. When I return from far off trips. I have my films developed into pictures. I can look back at my good times and excitement. I also take pictures of my friends and put them in my photo-book. Ten or twenty years from now, these pictures will refresh my memories on the excitement I have had and my good friends. A trip anywhere is not complete without a camera to take pictures. It is fun to take pictures of the water falls, the lakes and rivers, the rodeos, the cowboys, the animals, the beautiful scenery, and other exciting things. I would not get rid of my camera for any amount of money.

An Enjoyable Occasion

By Garmon Hubbard, 9th Grade

The boys of No. 13 cottage had the privilege of going over to Mr. Morris' farm to have a weiner roast. A big fire was built and the weiners were roasted. Each boy had four hotdogs, two sandwiches, one boiled egg and a pint of milk. After this, the boys played games. All the boys take this opportunity to thank Mr. Morris for this enjoyable time.

Items of Interest

By Robert Lee, 9th Grade

Recently, the boys of the fifth grade redecorated their room from Thanksgiving scenes to Christmas. They have pictures of bells, stockings, Christmas trees, holly, poinsettia, a mural of the Three Wise Men going to Jerusalem and also a mural of Christmas now in America.

The second grade also has been decorating their room for Christmas. they have pictures of bells, stockings, Santa Claus, snow Scenes and other things pertaining to Christmas.

Four boys have gone to their homes this week. They are as follows, Forest Cowan, Sylva; Harry Matthews, Greensboro; Lewis Kerns, Star; and Alvin Hilton, Newton.

We hope these boys will do good at home.

Sunday night, 21 of the boys went over to the Westford Methodist Church and sang for them. The songs that they sang were: "Jesus Paid it All," "I Would be Like Jesus," "Give Me Thy Heart," "Others," and "God Bless America." A duet was given by Robert Driggers and Donald Branch entitled "Little Drops of Water." A trio was then given by Melvin Radford, Samuel Lynn and Jesse Parker, "Somebody Did a Golden Deed."

These boys were under the supervision of Mr. Leon Godown.

It is time for the boys at the school to begin writing our letters home. We are always happy when this time comes around.

Weiner Roast

By Thomas Wansley, 9th Grade

On Thursday, Thanksgiving Day, No. 9 Cottage went on a weiner roast. The boys in the cottage each gave a little toward it. They went over to the gravel pit for their picnic. Mr. and Mrs. Cruse also went with us. They had company visiting them. It was their daughter and their little grandson. There were four hotdogs apiece, two Coca Colas, two doughnuts, pickles, and all the fixings for the hotdogs. The boys all enjoyed the picnic very much. It was a little cold, but it was fun to all..

We would like to take this opportunity to express our thanks to Mrs. Baucom our ninth grade school teacher, for making the trip to Concord to obtain the foodstuffs for our picnic. We are sorry that she and her daughter were unable to accept our invitation to attend the weiner roast.

Mrs. Baucom attends an Interesting Meeting

By Thomas Wansley, 9th Grade

Mrs. J. C. Baucom, teacher of English and Science in the 9th grade and

also librarian, went to the American Association of University Women dinner meeting Monday night at the Steak House on South Tryon street in Charlotte, N. C.

Dr. Ellen Winston of Raleigh, state commissioner of public welfare, and A. A. U. W. state chairman of International Relations. Dr. Winston's subject was on "Caring for North Carolina's Problem Children." She was introduced by Mrs. Katherin Shull. The table decorations were in charge of Mrs. Scoth Kalitz.

Special guests were Dr. George Heaton, president of the community council, Walace H. Kuralt. Mecklenburg County Superintendent of Public Welfare; Judge Marion Redd, of the Juvenile Domestic Relation Court; Chief Walter Anderson; and Mayor Herbert Baxter and others..

Football Season Ends

By Barney Mills, 9th Grade

The football season has nearly ended. Out of the two leagues Cottage No. 4 and Cottage No. 10 are the champions. These two teams will play each other next week. This great sport has given the boys at the school many thrilling and happy minutes. Each boy hates to see the season for football leave. They all would like for it to go on. They are all looking forward to the basketball season. We have a nice Gymnasium and all the boys like to play there during the winter.

The Value of Football

By Barney Mills, 9th Grade

Playing football teaches many lessons. It teaches you to be alert and wide-awake. You learn to think fast and always be ready for anything that might come your way. You understand why you need a strong body why you should not smoke, drink alcoholic beverages, or stay up late at night, and why you should eat the right kinds of food.

You learn to appreciate the companionship of the other boys. It teaches you to help each other stick together and to play for the good of the team and the school and not for individual glory.

It also helps you to be a fair and square player and to play by rules. It teaches you that there is more to rules then you would think there was. They are not there just to make the game hard but to help you and your fellow players.

In life it helps also, for you to learn to give and take, to play fair when others do not, and to play harder when you think you are beaten. You also learn to play when the going is rough and when the odds are against you. And it always sets a goal in our minds to reach.

Sports Events

By Charles Young, 9th Grade

It was a great day at Durham Stadium, Durham, N. C. Saturday Nov. 24, for the Duke Blue Devils and a sad one for the North Carolina Tar Heels because they were defeated in one of the best games played in the South Saturday by the score of 14-7. The Duke-Carolina game was played hard and expertly as usual minus any dirty tactics. Coaches of both clubs were pleased with this.
with a score of 7-3. This was a very tight game.

Courtesy

By Harvey Leonard, 9th Grade

"Courtesy is the best policy always" is a saying that is true. Courtesy is returned in a big way. When a person is courteous and kind to other people and takes thoughts of others as well as himself it is all returned to him in a big way. It may not be returned to you for quite a long time but sooner or later you will get your will be worth a lot to you in later life and you are old and feeble. You can look back and see how many friends you have made by being courteous. If I had been a discourteous person how many friends would I have today? How many people would be willing to help me in time of trouble? Millions of people today are getting their reward for being courteous. Courtes cost us so little but will bring many big returns. Do you want a reward? Well you can get one by being courteous to every one and soon it will return in an enormous way.

Radio Program

By Raymond Cloninger, 9th Grade

The program was under the supervision of J. W. Hines. Songs and reading were given by the boys. Mrs. Frank Liske accompanied them at the piano.

They first sang, "My Country 'Tis of Thee." Gerald Johnson then gave the 95th Psalm and prayer for devotional.

William Ussery and Clyde Wright then gave some talks.

The group then sang a song entitled, "There are Many Flags in Many Lands." Howard Jones then recited the "American's Creed," after which Coy Wilcox gave a toast to North Carolina. He then sang a song entitled "The Tar Heel State." A number of miscellaneous songs were then sung by the group. These were: "Farewell to Thee" by Sammy Lynn Irish Rose" by Jesse Parker and Coy Wilcox. "South of the Border" by the group. Jesse Hamlin then sang two songs "Snowball," and "Shortnin Bread."

Thanksgiving Program

By James Hensley, 9th Grade

The boys of the different grades gave a Thanksgiving program November 22. At the beginning of the program the audience sang the first stanza of "America." The Scripture was given by the fifth grade. They recited the 95th Psalm after which we said the "Lord's Prayer." This was followed by a story "Jesus and His Friends Thanksgiving" by Andrew Daw of the second grade. The third grade's part consisted of two songs, "Over the River and through the Woods," and "Come Ye Thankful People Come," followed by a poem "Thanksgiving Time" by Chester Lee and Thanksgiving Dinner," by Bobby Joe Duncan. The boys of the second grade sang "There's a Great big Turkey out on Grandfather's Farm." Melvin Radford of the fifth grade gave a poem the "Pilgrim's Came." The fourth grade boys gave the pome, "Father in Heaven We Thank Thee." and "Indian Children." They then sang more songs, "The Coming of the Pilgrims," and "Turkey Talk." Then Glenn Evans sang a solo entitled "An Indian Song." The first grade boys gave some songs as follows: "Ten Little Indians," and Playing Indians."

Then they gave a play." "The Thanksgiving Turkey Runs Away." Then the sixth grade boys gave some poems, as follows: "Giving Thanks," "Thanksgiving Day," and "A Good Thanksgiving Day." The boys of the fifth grade sang "Thanksgiving" and "Thangsgiving Song." Then the 6th grade gave a play "Giving Thanks." The 7th, 8th, and 9th grade boys then gave a "Thanksgiving Broadcast." In this original skit various students of the school were interveiwed by Thomas Wansley and Billy Burnett, as his assistant, as to why they were Thankful and were asked questions concerning the custom of Thanksgiving.

The Picture Show

By Tommy Cottrell, 9th Grade

The show last Thursday afternoon was entitled "A Lady Takes a Chance." The characters were as follows. John Wayne as Duke and Jean Arthur as Mollie Twisdale. The show was on the subject of whether a man can live in luxury without a woman. Everyone enjoyed the picture very much and everyone thanks the people of the R. K. O. studio for their kindness in loaning us the picture.

B. T. U.

By Jack Gentry, 9th Grade

First we assembled in the auditorium where two boys, Donald Branch, and Robert Driggers, sang a duet "Little Raindrops." Some boys then gave a short program. We all sang one song, Mrs. Liske played for us. We then went to our classrooms.

Bobby Summersett gave the first part. "Early Young People's Organization.

Kenneth Staley called the roll. Jack Gentry gave the 2nd part "Christian Endeavor and Epworth League."

George Guyton gave the 3rd part, "B. Y. P. U. of America."

John Fine gave the 4th part, "The B. Y. P. U.."

Charles Shore gave the next part, "New Methods Year by Year."

"Fifty Years Old This Year," was the concluding part given by Kenneth Staley."

The topic of our lesson today was "Fifty Years of Training." Mr. Puckett was in charge of our group this Sunday.

B. T. U.—Junior Group II

By Lloyd Bruce and Leroy Wilkins

Kenneth Staley first called the roll. After which our teacher read some stories. The group then discussed Thanksgiving and what we were thankful for. We studied the Bible and our lesson. We were each given some short stories to read. We were dismissed and went to our cottages.

We must not fear differences of religion so much as indifference to religion.—Mann.

CHOOSE YOUR COLOR

(Selected)

Harry Emerson Fosdick tells the story of a high-spirited girl who had suffered greatly from infantile paralysis. For a time it appeared that she would be perfectly helpless for the rest of her life. On one of her worst days a kindly friend, thinking to sympathize with her, said, "Well, I suppose that affliction colors life for all of us," to which the afflicted girl replied, "Then I propose to choose my color." And from that day on she began to win the fight.

Amos Alonzo Stagg, retired from his coaching position with the University of Chicago because of an automatic rule which cut him off at the age of seventy, took the position of Director of Athletics at the College of the Pacific, in California, and began adding some of the most brilliant laurels of his whole career. He chose his color and it was not blue.

Little Mike Dowling, at the age of fifteen, lying in the bed of a stranger, heard the farmer's wife say, "It's a pity he didn't die. What can he do with both his feet and both his hands gone?" But he determined to choose his own color, and when he died the entire state of Minnesota joined in paying him the most lavish tribute ever accorded to a citizen of the state.

Daniel, in the midst of the paganism of Babylon, purposed in his heart that he would not defile himself. John Bunyan, in Bedford jail, wrote Pilgrim's Progress and Cervantes, in another prison, penned the amazing lines of Don Quixote. Prisons and bars were helpless where they were concerned. Each made his imprisonment serve the largest purpose of his life, but that was because he had a larger purpose.

Merab Mossman, another poliomyelitis victim, had to be carried from recitation room to recitation room at Morningside College, in Iowa, but on graduation day she insisted upon walking across the stage on her crutches to get her diploma, instead of having someone bring it to her. With those same crutches at her side she drove her little car to New York City and enrolled in Columbia University. On a crutch and a cane she started for China to take the chair of social sciences at Gingling College in Nanking. Caught in the backwash of the war she commandered a ricksha and from it gave the orders that fed 40,000 Chinese women and children. That's why the Chinese gave her the name of "the limping angel." She chose her color, too.

She prepared to teach English, but had to teach dramatics in order to hold her job, and in time she became the best teacher of dramatics in the entire district, because she determined to choose her color.

———:———

A good memory is one that is so poor that you can't remember what you worried about yesterday.

A BOY WHO OBEYED ORDERS

(The Boys' World)

The fog filled every nook and passage way in the seaport town of Chatham, England, that cold October evening. A boyish figure trudged wearily along the forsaken street. His clothes were water soaked and covered with mud, and his long, black dripping hair made unruly figures down his face and neck. He shivered with cold, and shifted the bundle he carried on one shoulder more to his back, to enable him to watch both sides of the street. A sailor came from a doorway and started to cross the street. The boy hurried forward.

"Please, sir, which way to the docks?"

The sailor looked at the boy curiously, and, without speaking, pointed down a narrow side street.

The boy thanked the sailor, and went on down the slope till he came to the waterside. The docks were deserted, and he wandered around for a time without seeing anyone. Then an old man opened a shanty door to throw out scraps of food.

"If you please," called the boy, "are those ships out there warships?"

"Aye," replied the man, "they be sure enough, lad. Be ye a-goin' to the war?"

"Yes; but I don't know how to get on board," said the puzzled boy. "Where do the boats land?"

"Right here," and the old man waved his pipe at the landing before them. "See, yon is one a-comin' now."

Sure enough, a boat was rowing swiftly in. It drew up to the landing stage and an officer stepped out. The boy approached the officer, and, making a swift salute, said, "Please, sir, can you tell me how to get on board the frigate Raisonable?"

The officer looked down into the thin, pale face. "Why that's my ship. But what do you want on board of her?"

"Please, sir, I want to join. The commander, Captain Suckling, is my uncle, and I was to report to him."

"Well, in that case I can take you aboard when I return. But you look cold and hungry, my lad. Have you had supper?"

"No, sir, I left home early this morning."

"Bless me! Here you have reported, and have not eaten. I am a lieutenant on board, so come on up and have something to eat with me. Why didn't you stop in town as you came?"

"Well, you see, sir," replied the boy, "I promised father that I would come straight to the ship and report for duty, without stopping in town, so I couldn't."

"Oh! Yes, of course not," agreed the officer. "And if you obey orders as well in the navy, you should get on capitally. What is your name?"

"Horatio Nelson, sir."

And so the man, who, as a boy, had learned to obey orders unflinchingly, later became the great sea hero of England—Horatio Lord Nelson.

"When you begin to assume responsibility, you start to grow."

"SOME DAY HE MAY BE PRESIDENT"

(Selected)

He is so small and helpless. So dependent on you for his life and well-being. And yet you look upon your child with pride and say: "Some day he may be President."

Put it down as foolish sentiment, put it down as parental pride, but where else in the world could you envision for your child the possibility of his attaining one day, the highest office in the land?

Maybe your child won't make it. But one child, very much like him, will; one child out of three million babies born this year—or the next—or the year after.

Whether or not he attains this high position is not so important. What matters is that here, in America, he is born with that opportunity. He is born in the stubborn tradition of free men—men who felt that in government the wisdom of the many is preferable to the ambition of the few. He is born in a tradition of self-reliance—he may succeed or fail according to his own efforts.

Because of that, you will train him to think for himself, to fight his own battles, to make his own way. You will teach him that responsibility is inseparable from freedom. And that if he joins with other men in an enterprise, he should demand the same responsibility and freedom of his business that marks his birthright as an individual.

Some day he may hear as you have heard, voices that say, "Surrender your opportunity for the certainty that you shall always have bread"—as if man lived by bread alone. As if the country were better served by limiting all to mediocrity, instead of assuring to all, under law, an equal chance to rise by their own efforts, conscious of their obligations to others.

What that son of yours learns at your knee will decide whether or not he will ever have to bend his knee before dictation and tyranny.. And because of what you teach him, he too may one day look with that same foolish pride on his own son, and say:

"Some day he may be President!"

Physical courage, which despises all danger, will make a man brave in one way; and moral courage, which despises all opinion, will make a man brave in another. The formal would seem most necessary for the camp, the latter for council; but to constitute a great man, both are necessary.—Carlton.

HISTORY OF STONEWALL JACKSON TRAINING SCHOOL

By S. G. Hawfield

There is being prepared a history of the Stonewall Jackson Training School Since the School has been in operation over a period of approximately thirty-six years, the preparation of this historical sketch involves a considerable amount of investigation and research. Later on, the history will be published by the North Carolina Historical Commission. Already five chapters or divisions of the School's history have been completed, and the plans are to print these in THE UPLIFT, our local magazine from time to time.

The chapters which are complete are as follows:

Introduction.

Chapter I. Development of the sentiment for a training school in North Carolina.

Chapter II. Legislative enactment creating the Jackson Training School, and subsequent amendments.

Chapter III. Purpose and function of the Jackson Training School, past and present.

Chapter IV. Early beginnings of the institution.

Chapter V. Organizational set-up.

Chapter VII. Population statistics and related facts.

Chapter VIII. Financial Statistics.

(Continued From Issue of November 17, 1945)

CHAPTER VIII

Financial Statistics

The Stonewall Jackson Training School has always been financed from three major sources: first, state appropriations set up by the General Assembly of North Carolina, and in recent years administered through the Budget Bureau; second, local receipts derived from the sale of farm, dairy and other products; and third, gifts and bequests from philanthropists and interested friends of the institution.

The funds that have come to the institution through state appropriations have been used at the school both for operation and maintenance and for permanent improvements. The Legislature of 1907 made an appropriation of $10,000, some of which was used for the salaries of staff members and some for the erection of buildings. This represented the initial effort of the state towards the operation of a training school for boys, and from that time on the state has continued to make appropriations

in varying amounts. From time to time the needs of the institution have been presented to the members of the Legislature and efforts have been made to acquaint them with the program of work at the school and with the financial needs of the institution for doing the job that was at hand.

Unfortunately, the state appropriations to the institution, according to the best authorities in institutional work, have always been too inadequate to enable the institution to employ trained and skilled workers, and it has always been necessary for the school to call upon its employees to work for low wages and for long hours, even in the face of the fact that they were directing the training of delinquent boys, who always present the most difficult problems of adjustment.

With reference to receipts from the school operations, when it is realized that during the 28-year period from 1917-18 to 1944-45 the local receipts amounted to a total of $127,-839.28, it is evident that this has represented a rather substantial amount in the life of the institution. In this connection, however, this amount should not be confused with the amounts which have been produced and used locally on the farm in the way of food and feedstuffs. For instance, during the year ended June 30, 1945 the value of food and feedstuffs, on the farm amounted to $82,481.99. The policy of the school officials is first to train boys in various work experiences, and second to produce on the farm and at the school as much as possible towards the total operational costs. It should always be remembered that it will never be possible for a training school to be self-sustaining. This is true because of the fact that it will always be necessary to have funds with which to pay the salaries of administrative officials, school teachers and other supervisory and staff members.

With reference to gifts and bequests, it should be explained that at all times the school has enjoyed a rather generous support from many individuals who have had a desire to do something towards improving the opportunities for the boys at the training school. Gifts from different individuals have made it possible for the school to have among its facilities such buildings as the administration building, the trades building, nine cottages, a swimming pool, textile plant, farm land and numerous other facilities. In all, these voluntary contributions throughout the history of the school have amounted to approximately $400,000.

Through the statistics which are presented herewith in Table XV, an attempt is being made to give a rather detailed picture of the financial history of the Jackson Training School. Through the records in the office it has been possible to get a continuous account of the finances for the school from the year 1917-18 down through the year 1944-45.

It should be noted that the budget system which was installed for all institutions in North Carolina became effective at the Jackson Training School with the year 1925-26. It was at that time that Honorable Angus W. McLean was Governor of the

STONEWALL JACK
CONCORD
MAINTE
EXPENDITURE

Fiscal Year		Appro-priation	Own Receipts	To Avail
1917-18		$ 22,500.00	$2,447.78	$ 24,
1918-19		29,476.78	4,648.45	34,
1919-20		30,600.00	3,585.14	34,
1920-21		52,016.64	2,437.71	54,
	For Deficit at Beginning of Year	14,858.03		14,
1921-22		47,991.86	3,506.36	51,
1922-23		64,623.66	2,094.86	66,
1923-24	Balance in Local Bank	375.98		
		120,000.00	1,697.22	122,
1924-25	Balance in Local Bank	211.69		
		120,000.00		
	Loan Secured By Note	1,500.00	5,823.15	127,
	(Beginning of the Budget System			
1925-26		133,000.00	5,058.85	130,
1926-27		140,000.00	6,753.99	146,
1927-28		145,000.00	8,865.56	153,
1928-29		150,000.00	6,794.14	156,
1929-30		150,000.00	6,425.91	156,
1930-31		150,000.00	2,949.80	152,
1931-32		117,500.00	4,149.16	121,
1932-33		117,500.00	456.57	117,
1933-34		76,080.00	798.04	76,
1934-35		76,080.00		
	Transferred from '33-34 maint. appropriation balance	1,000.00		
	Grant from State Emergency Fund for Tornado and Hail damage 3/25/35	7,761.00	1,671.83	86,
1935-36		126,295.00	1,416.88	127,
1936-37		116,275.00		
	From Contingency and Emergency Fund, Fire Damages, Milk House, Dec. 18, 1936	3,500.00	4,993.81	124,
1937-38		152,266.00	7,823.47	160,
1938-39		132,522.00		
	Transferred from '37-38 balance Permitted	3,655.00	3,427.49	139,
1939-40		126,627.00	4,841.75	131,
1940-41		125,424.00	3,956.26	129,
1941-42		130,858.00	8,318.13	139,
1942-43		137,067.00	9,337.74	146,
1943-44		145,463.00	5,853.37	151,
1944-45		144,046.00	7,705.86	151,

Source of information—Copies of reports to The Budget Bureau, Biennial reports

Note: Your attention is called to the fact that although an appropriation may be tion. The unallotted balances shown in unexpended balance column will bear thirties are considerably large. That was due to drop off in State Revenues past four years. Practically all of the unexpended balances came about due t carry out due to lack of availability of most all equipment items, various re

TRAINING SCHOOL

CAROLINA

CE FUND

R CAPITA COST

penditures	Unexpended Balance	Average Enrollment	Per Capita Cost Per Year	Per Capita Cost Per Day	Average Number Employees
33,996.16	$ 9,047.42 (Deficit)	90	$377.73	$1.034	18
38,575.39	4,450.16 (Deficit)	105	367.38	1.006	17
44,593.01	10,407.87 (Deficit)	120	371.61	1.005	17
64,955.11	10,500.76 (Deficit)	125	519.64	1.423	24
14,858.03					
58,442.00	6,943.78 (Deficit)	188	356.22	.976	26
58,897.18	7,821.34	292	275.74	.755	35
121,861.51	211.69	342	330.92	.9065	40
127,265.53	269.31	396	278.50	.7736	47
	Unallotted				
127,781.97	3,166.75	398	318.62	.8850	49
136,371.92	10,382.07	420	324.70	.8896	48
144,063.95	9,801.61	471	305.87	.8380	54
149,979.20	6,814.94	503	298.17	.817	56
142,405.56	14,020.35	496	287.11	.787	56
121,199.70	31,750.10	495	244.85	.6708	56
87,056.87	34,592.29	478	181.81	.4981	55
75,144.29	42,812.28	475	157.98	.4328	51
75,875.64	1,002.40	490	154.50	.4233	51
86,510.27	2.56	471	183.32	.5022	50
126,132.11	1,579.77	458	274.51	.7521	53
123,700.24	1,068.57	473	260.73	.7143	53
152,113.84	7,975.63	473	313.03	.8576	55
132,970.98	6,633.51	474	279.69	.7662	56
127,348.33	4,120.42	442	287.09	.7844	58
129,370.06	10.20	416	307.56	.8426	57
133,341.80	5,834.33	373	356.33	.9762	56
130,001.27	16,403.47	331	391.03	1.071	54
140,960.30	10,356.07	365	383.54	1.048	54
147,106.94	4,644.92	366	401.93	1.101	52

financial records on file.

te School the full amount is not available unless State Revenues come up to expecta-

You will note some of the unallotted amounts listed in the late twenties and the depression. You will also note sizeable sums reported as unexpended during the hese funds were appropriated for specific purposes which the School was unable to and the manpower shortage.

ance or over-drawn at the end of the various fiscal years. Prior to this time, it developed that all institutions, no doubt, came to the end of the fiscal year with a deficit which it was possible to cover by a loan from some local bank. This, of course, represented an unsound policy and had to be corrected through a budget system.

The lowest appropriations indicated in the period of 28 years were made in the year 1917-18, when the total available funds amounted to $24,947.74. During that same year there was a deficit of $9,047.42. These two amounts together represented an expenditure of $33,996.16.

From 1917-18 until 1928-29 the appropriations for the Jackson Training School increased from year to year, and in the latter year the appropriations amounted to $150,000. The receipts from local operations at the school amounted to $6,794.14, making a total available fund of $156,794.14 for the year 1928-29. During that year the expenditures amounted to $149,979.20. During the same year, too, the average enrollment at the school was 503, representing the all-time high in the pre-depression years in available funds, total expenditures, and average enrollment.

The devastating effects of the national depression hit the Jackson Training School during the years 1931-33, but the school suffered the hardest blow during the year 1933-34 when the total available funds amounted to $76,878.04, and the expenditures amounted to $75,875.64. This means, of course, that the expenditures during this year were cut to practically one-half of what they had been during the peak year of 1928-29. In the depression, of course, it became necessary to reduce drastically the salaries of those who worked at the school. There was no other alternative.

Then during the years after the depression the appropriations were gradually increased again, and the figures show that during the year 1937-38 the total funds available amounted to $160,089.47, and during that year the expenditures amounted to $152,113.84, and these represent an all-time high in the history of the institution.

Particular attention is called to the fact that during the biennium of 1943-45 the appropriations have again begun to increase, making it possible to advance the salaries of the workers some and to employ some additionad staff members. In the year 1944-45 $151,751.86 was available, and of this amount $147,106.94 was expended at the institution. These expenditures are, of course, reflected in the high per capita costs which are discussed later.

Special attention is directed to the fact that throughout the history of the school there have been years when the school operated with a deficit. There have been other years when the school was forced to operate with an unallotted and consequently an unexpended balance, and then, too, there were years when other funds were returned to the state. In other words, there were times when the state made appropriations to the school, but because of the fact that funds were not available in the State Treasury it was impossible to allot them to the school.

During the last three or four

State and established a system of budget accounting which was designed to prevent the financial accounts of institutions from being out of balyears the institution has operated during a war period which has, in many instances, made it impossible for the school to purchase various items of equipment or to employ other persons for key positions, such as athletic director and dietitian. Then, too, it has been necessary to operate with a curtailed staff as a result of the demands of the war effort, including army enlistments.

With reference to per capita costs, a careful analysis of the statistics in Table XV indicates that the highest per capita cost in the history of the institution occurred in the year 1920-21, at which time the annual per capita cost was $519.64, and the per capita cost per day that year was slightly in excess of $1.42. The analysis also reveals that the lowest per capita cost occurred in the depression years of 1932-33 and 1933-34, when the annual per capita costs were $157.98 and $154.50, respectively.

The per capita costs during the entire period have fluctuated and have been rather irregular. In the biennium of 1943-45 the per capita costs have increased some, due to the fact that the salaries of a good many workers were increased to meet the competition in industries and elsewhere. In this connection it should be explained that while in some respects a low per captia cost may be desireable, on the other hand it may indicate that the institution is being operated with salaries that are too low or with untrained personnel. It is generally recognized that it is impossible to employ the type of help that is required at this institution, or any other similar institution, at salaries that would be extremely low. During the depression years when the per capita cost per day amounted to slightly more than 42 cents, the salaries of the staff members were distressingly low, and no doubt the state was expecting too much from the staff members at the school who were working for unusually long hours. However, it should be explained that all other institutions in the state suffered heavy curtailments at that time.

The statistics in Table XV indicate that the average number of employees at the institution through the 28 years ranged from a low of 17 in 1918-19 to a high of 58 in 1939-40. For more than 20 years the average number of employees has been between 50 and 58. For effective operation, this number should be increased in future years.

Table XVI gives some definite information regarding appropriations made to the school by the North Carolina General Assembly for permanent improvements—that is, for new buildings and other permanent facilities. Special reference is made to the fact that in the year 1921 the state appropriated $140,000 for permanent improvements, and in 1923 $135,000 for permanent improvements. These funds were used primarily in the construction of such facilities as cottages, school building, dairy barn, and extraordinary repairing. Another extra appropriation was made in the year 1937, when the state appropriated $52,500 to erect a gymnasium.

TABLE XVI

STONEWALL JACKSON TRAINING SCHOOL

Concord, North Carolina

November 23, 1940

PERMANENT IMPROVEMENT APPROPRIATIONS

Appropriations made by North Carolina General Assemblies by years and amounts indicated below:

1917	$ 50,000.00
1921	140,000.00
1923	135,000.00
1925	35,000.00
1927	20,000.00
1933	5,870.00 *
1937	52,500.00
1938 Special Session	8,085.00
	$446,455.00

(*) This represents amount advanced from Contingency and Emergency Fund in spring of 1930 when the State supplemented the $15,000.00 Benjamin N. Duke funds to complete payment on purchase of Robert F Phifer land at total cost of $20,870.00, covering cost of 208.7 acres at $100.00 per acre. This appropriation was made to the School but the State turned it over to the Contingency and Emergency Fund.

Note: Prior to above dates there were no Permanent Improvement appropriations made the School but apparently when making maintenance appropri-
needed.
ations they were made to be used for both maintenance and improvements as needed.

Sources of information—Copies of biennial estimates for Permanent Improvements funds and old voucher registers on file in the office at the School.

The statistics presented in Table XVII give special information regarding the consumption of coal and the per capita expenditures required for fuel over a period of 22 years, beginning with 1923-24 and extending through 1944-45. These statistics indicate that the lowest consumption of coal occurred in the year 1924-25, when 614 tons were used, and the highest consumption occurred in the year 1939-40, when 1,428.05 tons were used. Likewise, the lowest tons of coal used per capita occurred in the year 1924-25 when 1.55 tons were used, and the highest consumption occurred in 1939-40 and 1942-43 when 3.23 tons were used.

TABLE XVII

STONEWALL JACKSON TRAINING SCHOOL

Concord, North Carolina

July 1, 1945

ANNUAL CONSUMPTION OF COAL AND TONS PER CAPITA OF ENROLLMENT

(1) Fiscal Year	(2) No. of Cottages in Operation	(3) Average Enrollment	(4) Tons of Coal Used	(5) Tons of Coal Used Per Capita
1923-24	12	342	732	2.14
1924-25	12	396	614	1.55
1925-26	13	398	696	1.75
1926-27	13	420	769	1.83
1927-28	16	471	784	1.70
1928-29	16	503	971	1.93
1929-30	16	496	1,021	2.06
1930-31	16	495	818	1.65
1931-32	16	478	892	1.87
1932-33	16	475	843	1.77
1933-34	16	490	984.9	2.01
1934-35	16	471	837	1.77
1935-36	16	458	1,129.75	2.477
1936-37	16	473	961.6	2.033
1937-38	17	473	1,159.05	2.45
1938-39	17	474	1,117.85	2.35
1939-40	17	442	1,428.05	3.23
1940-41	17	416	1,313.2	3.15
1941-42	16	373	1,121	3.00
1942-43	15	331	1,069	3.23
1943-44	15	365	1,087.3	2.95
1944-45	15	366	1,116	3.05

NOTE: Source of Information—Annual reports to The Budget Bureau, Raleigh, N. C., copies of which are on file in the office at the School.

The statistics in Table XVIII present information regarding the expenditures for light and power used at the school over a period of 12 years, beginning with the year 1933-34 and extending through the year 1944-45. The figures in this table indicate that the greatest expenditures for light and power occurred in 1940-41, and that the lowest expenditures occurred in the year 1933-34, with the expenditures of $3,465.98 and $2,299.22, respectively. The figures also indicate that the average cost per kilowatt hour has ranged from .01344 cents in 1944-45 to .0154 cents in several other previous years.

TABLE XVIII

STONEWALL JACKSON TRAINING SCHOOL

Concord, North Carolina

July 1, 1945

INFORMATION REGARDING LIGHT AND POWER USED OVER A PERIOD OF YEARS

Fiscal Year	Cottages in oper'n	Av. Enr'lt	k. w. hrs. consumed	Total Cost	Average Cost per k. w. hour
1933-34	16	490	149,300	$2,299.22	.0154
1934-35	16	471	155,100	2,388.54	.0154
1935-36	16	458	167,000	2,571.80	.0154
1936-37	16	473	174,200	2,682.68	.0154
1937-38	17	473	175,600	2,704.24	.01534
1938-39	17	474	186,600	2,867.64	.01536
1939-40	17	442	233,540	3,294.80	.0141
1940-41	17	416	248,617	3,465.98	.0139
1941-42	16	373	222 560	3,212.72	.0144
1942-43	15	331	243,480	3,329.16	.01367
1943-44	15	365	242,090	3,342.23	.0138
1944-45	15	366	250,498	3,367.49	.01344

NOTE: Source of Information—Annual reports to The Budget Bureau, Raleigh, N. C., copies of which are on file in the office at the School.

The statistics in Table XIX reveal that the highest number of gallons of water used in any one year at the school since 1934-35 was in 1937-38 when 18,435,000 gallons were used. The average annual expenditures for water have amounted to approximately $1,350 during this 11-year period, and the average cost per thousand gallons has been slightly in excess of 7 cents. The per capita consumption of water has ranged from 97 gallons in 1938-39 to 136 gallons in 1943-44.

TABLE XIX

STONEWALL JACKSON TRAINING SCHOOL

Concord, North Carolina

July 1, 1945

INFORMATION ON WATER SUPPLY CONSUMED OVER A PERIOD OF YEARS

Fiscal Year	Cottages in oper'n	Av. Enr'lt	Gallons Used	Total Cost	Cost Per 1M Gal.	Per Capita Gals. Consumed
1934-35	16	471	17,718,750	$1 346.60	.076	103.18
1935-36	16	458	17,596,500	1,339.60	.076	105
1936-37	16	473	17,501,000	1,332.83	.0761	101
1937-38	17	473	18,435,000	1,309.03	.07534	107
1938-39	17	474	16,760,250	1,273.97	.076	97
1939-40	17	442	17,637,000	1,330.99	.0754	109
1940-41	17	416	17,449,250	1,330.84	.0706	115
1941-42	16	373	17,769,750	1,350.51	.0706	130
1942-43	15	331	15,167,250	1,162.30	.0706	125½
1943-44	15	365	18,144,000	1,378.93	.076	136
1944-45	15	366	17,706,750	1,333.26	.0753	132½

NOTE: Source of Information—Annual reports to The Budget Bureau, Raleigh, N. C., copies of which are on file in the office at the School.

LIVESTOCK BRIGHTENS FUTURE OF SOUTHERN FARMS

By P. O. Davis in Victory Farm Forum

There are several reasons why I am optimistic about the future of southern agriculture. Among the most important is that we know how to produce livestock at a low cost per unit, while conserving and improving our soil at the same time. Because we have learned these things, we may expect in the future more meat, milk and eggs from southern farms at returns that will compete with other sections. These products should, however, be produced in balance with cash crops, such as cotton, peanuts and tobacco.

A year ago I was in Iowa—the leading corn state—where one-fifth of the nation's crop is grown, and where the average yield in recent years has been above 50 bushels per acre. This great corn crop is the reason why Iowa is also the leading state in production of meat, and ranks high in the production of milk and eggs. Yet in Alabama, we have found that by an all-year grazing system, we can make more units of feed per acre in a year than Iowa farmers make with corn. And we can make these feed units at a low cost. Our harvest cost will be small because livestock will do most of the harvesting by grazing.

Last spring I saw a number of Alabama farmers whose dairy cows were in good condition and in high production. These cows had gathered three-fourths of their feed throughout the winter by grazing on a mixture of crimson clover and rye grass. A few farmers used other winter grazing crops. For summer grazing, they had pastures of white Dutch clover with Dallis grass and lespedeza. One combination (crimson clover and rye grass) provides grazing from April to October; the other from October to April. The two, therefore, complete the year.

Of course, there are lean times due to drought, severe freezes, excessive rains and other extreme weather conditions. So other crops are needed to make hay and other feed for use when needed; and such needs do occur nearly each year.

At the Alabama Experiment Station in Auburn, I have watched, in an experiment, the production of meat and milk at a very low cost by allowing cows to graze most of the year on perennials. This system includes kudzu, sericea, and manganese bur clover, with Johnson, or some other grass, worked into the combination. This system of perennials is cheaper than annuals, but annuals have an advantage in that they provide more green grazing in a year, a point that is very important.

While this experiment was made in Alabama, similar conditions exist throuhout most of the south. Farmers should use the combination of grazing crops best adapted in their area. The major objectives in each case are: (1) Plenty of grazing as much of the year as feasible; (2) hay crops for use when needed; and (3) sufficient grain and other concentrates, along with grazing and hay.

Along with these feeding opportuni-

ties, I was impressed recently with a new tractor designed for use on small farms, of which we have many in the South. This tractor will be practical and profitable on a farm of 40 to 50 acres, or a so-called two-hourse farm. It probably will be cheaper than mules. One tractor certainly will do much more work than a pair of mules. It will enable small farmers to diversify and produce feed as well as cash crops. This is not always easy with one or two mules.

In our livestock aims for the South, we are not thinking of putting farmers in other areas out of business, but of doing a better job of farming and living for ourselves. We know that to succeed, we must make plenty of feed at home. Grazing is our cheapest feed, and green grazing crops are soil-savers and soil-builders.

———:———

NO ONE EVER FINDS THEM ALL

Happiness is like a crystal,
Fair and exquisite and clear,
Broken in a million pieces,
Scattered far and near.
Now and then along life's pathway,
Lo, some shining fragments fall,
But there are so many pieces,
No one ever finds them all.

You may find a bit of beauty,
Or an honest share of wealth,
While another just beside you
Gathers honor, love, or health.
Vain to choose or grasp unduly,
Broken is the perfect ball,
And there are so many uieces,
No one ever finds them all.

Yet the wise, as on they journey,
Treasure every fragment clear;
Fit them as they may together,
Imaging the shattered sphere,
Learning ever to be thankful,
Though their share of it be small,
For it has so many uieces,
No one ever finds them all.

—Author Unknown.

WARNINGS AGAINST SWINDLES

(Morganton News-Herald)

It's good advice to service men, but civilians as well, during these days of "easy money," could well take heed to the "Don'ts" and Bewares" which the Public Affairs Pamphlet on "Gyps and Swindles," just issued from Washington and designed especially for released service men, sets forth:

14 Don't To Follow

Don't carry around with you large amounts of cash.

Don't buy advertising space in an alleged labor sheet, Army and Navy publication, souvenir program, or anything else, unless it is approved by a reliable agency.

Don't assume that a Social Security Account number necessarily identifies the holder.

Don't try to buy romance by mail from a "lonely hearts" club.

Don't rely on any promise that is not in the contract.

Don't contribute money in response to a telephone call, no matter who the speaker says he is. Ask for the story in writing.

Don't fall for any "Who's Who's" publishing scheme before you find out "Who's Who" among the promoters.

Don't lend money to the Archbishop of Psychiana or to any other promoter whose finances are a secret.

Don't believe the ticket seller at your door or on the telephone who tells you that all the money goes to the charity he names.

Don't sign a "completion certificate" for work on your house before you are sure that all the work has been done as it should be done.

Don't sign a blank to be filled out later.

Don't accept unordered merchandise.

Don't pay for a C. O. D. package before you know what you are paying for.

Don't give money to a solicitor for any "religious" organization, unless it is indorsed by a reputable agency.

Beware Of Strangers Who:

Offer you something for nothing.

Sell cemetery lots as "investments."

Tell you they have sold all but one.

Offer you a "sure cure" for anything.

Say they guarantee you a job for a fee.

Call at your door with hard-luck stories.

Promise to resell what they sell to you.

Use flattery in order to sell you something.

Promise huge profits on far-away real setate.

Offer to lend money though not licensed to do so.

Ask you to tell nobody about their offers to you.

Offer you a chance to get in on "the ground floor."

Urge you to act quickly lest you miss your chance.

Are evasive or offended when asked for credentials.

Urge you to cancel one insurance policy and buy another

Ask money for a charity without satisfactory credentials.

Offer free coupons or free club membership or stock bonus.

Try to sell you a partnership in a "highly prosperous" concern.

Tell you the books of the corporation are being closed tomorrow.

Promise you big returns for easy, pleasant work in your own home.

Warn you not to tell your bankers, for they will grab all the stock.

Tell you they are just passing through town and this is your only chance.

Offer you a "safe" investment with a sure return of 10 per cent or more.

Sell gadgets or pills for cutting down your costs of fuel, gasoline, or tires.

Say they need to sell only one more magazine subscription in order to win a prize.

Sell goods "on time" without quoting accurate monthly rates on the unpaid balance.

PERSONALLY

Today I went into the book store to buy a pocket New Testament to replace the one mislaid during our recent move. I wanted this new one to be inexpensive so that if lost it would not be missed.

I examined a coarse little book with paper covers, very thin and very cheap.

But a thoought struck me, "The same words, the same old truth, the same blessing of God if read but . . ." Yes sir, this is the thing that changed my mind . . . "But would I be proud of this book considering some other things.

"I own a $5 dictionary, a $100 encyclopedia, and I even paid $3 for one of those best sellers not worth reading, but here I stand with a 25-cent New Testament, planning for it to be the one that I shall most read."

So with one grand resolution I came out of the store proud owner of a very fine morrocco bound, leather lined, India paper New Testament.

Now at the end of the day I am glad.

No leather lined car will ever be mine, possibly not even a prewar leather suitcase—but tonight I do own a really fine edition of the book that I had rather own than any other in the whole world.

And before retiring I will dedicate it to the Saviour.

—Albert McCellan.

SUNDAY SERVICE AT THE SCHOOL

Mr. A. C. Sheldon, of Charlotte, visited the School last Sunday. He was accompanied by Mr. John Otts, principal of Central High School in that city. At the beginning of the regular afternoon service, the boys sang two of their favorite hymns. Superintendent Hawfield then made the opening prayer, after which he presented Mr. Otts, as the guest speaker. For the Scripture Lesson Mr. Otts read part of the familiar Sermon on the Mount as found in the fifth chapter of Matthew. As a text for his message to the boys he selected the ninth verse: "Blessed are the peacemakers; for they shall be called the children of God."

Mr. Otts began his remarks by commenting briefly on the heroic act of Colin Kelly and the members of his crew, early in the war which has just ended. There are thousands of such stories coming out of the war, said the speaker, which really thrill us and make us feel just a little bit prouder that we are Americans.

While this great war was fought with the hope of bringing a lasting peace to people of all nations, yet as we look at our newspapers daily we see such headlines as these; "British Repulse Indonesians," "Jews Blow Up Transportation Lines in Jerusalem," "Neither Labor Nor Management Willling to Give In." As we read, the question comes to our minds, "Is the war over?" Right in our own country we have an industrial war; a great crime wave; and much restlessness among many of our people.

The speaker then pointed out that a noted writer recently asked these questions: "What Did We Fight For?" "What Did Our Boys Die For?" He is discouraged because he sees so much selfishness as both the employers and the employees continue to fight each other. During the war we were thrilled by stories of bravery, but today we are discouraged because of many of the things that are following the war.

Mr. Otts then stated that if we are going to make this a better world in which to live, we must all be willing to do our share. We must learn to give and take. A group of men will agree to do this, and then when one is asked to do something definite to help, he informs us to get someone else to do it—he's too busy. That certainly is not the proper attitude for any one to take in dealing with the great problems which confront us today.

Here is one way we may help to improve world conditions, continued the speaker. We must remember that America is made up of more than 130,000,000 people. They are the Johns, the Joes, the Bills—just like ourselves. Each of us has a duty to perform for the common good, and we must learn the lesson of service to others, if our efforts are going to amount to much.

Mr. Ott then told the boys that there were several ways in which we can all help in bringing about a lasting world peace, and he listed them as follows:

(1) We must get rid of selfishness. We all have a certain amount of it. Some of us have it worse than others, but all of us have it. World War II

was the result of selfishness. Each of us should look into our own hearts and ask this question, "Are we concerned mostly over what we may receive or what we can give?"

(2) We need courage. To bring about a good world will require courage. Not the type of courage that was shown by Colin Kelly, but that courage which will cause us to determine to do what is right at all times. Courage is not something to be found only on the battlefield.

(3) Courtesy is another thing that is needed. Courtesy makes a person very attractive. We see many instances where boys and girls no longer have respect for their parents or teachers. Such tendencies should be discouraged early in life. Nations should be courteous to each other. A nation which is courteous, however, can be made up only of millions of courteous individuals..

(4) We must have respect. One thing which can lead to a peaceful world is for people to have respect for the property and lives of others. If we are going to improve our national life, it will be necessary for us to learn this lesson of respect.

(5) Dependability. The value of dependability is shown in a remark made by one of our leading merchants. He said that this was the most important characteristic he wanted to see among his employees.

(6) Faith in God. This is the most important of all. Of course, most people will say: "Oh, yes, I believe in God," but that is not enough. We must practice doing God's will every day of our life.

In conclusion, Mr. Otts told the boys that if we add all these characteristics together our nation will then be made up of the finest people on earth. We shall then be able to lead other nations of the world to an enduring peace.

———:———

CONSIDER THE HAMMER

A good one doesn't lose its head and fly off the handle.
It finds the point and drives it home.
It looks on the other side and clinches the matter.
Occasionally it makes mistakes, but rectifies them.
It keeps pounding away until the job is done.
It is the only knocker in the world that does constructive work.

—Selected

COTTAGE HONOR ROLL

Week Ending November 25, 1945

RECEIVING COTTAGE

Claude Bridges
George Bridges
Maynard Chester
Samuel Dill
Dean Harris
James Perkins
Charles Reeves
William Speaks
Frank Westmoreland
Charles Young

COTTAGE No. 1

J. C. Alley
Lyndon Barnett
William Britt
George Cox
Horace Collins
Worth Craven
William Doss
Thomas Everheart
Edward Hambrick
Franklin Hensley
Robert Holbert
James Jones
Jack Lambert
Franklin Robinson
Harry Thompson
Benson Wilkins
Wilton Wiggins

COTTAGE No. 2

Harvey Arnette
Louie Ashe
Fred Coats
Donald Kirk
Chester Lee
Howard Manus
Robert McDuffie
Hayes Powell
William Phillips
Van Robinson
Russell Seagle
Charles Todd

COTTAGE No. 3

Joseph Case
Thomas Childress
Joseph Duncan
Talmadge Duncan
James Dunn
Lindsay Elder
Emory King
Robert Lee
Lawrence Littlejohn
James Maloney
John McKinney
Robert Peavy
Donald Redwine
Thomas Staley
William Ussery
Clyde Wright

COTTAGE No. 4

Phil Batson
Eugene Hudgins
Robert Hogan
Herman Hughes
Hobart Keaton
Coy McElvin
Lacy Overton
James Parker
Leroy Pate
Wesley Turner
Ernest Turner
James Wigginton
Edward Vanhoy
W. C. McManus

COTTAGE No. 5

Connie Hill
Donald Hoyle
Robert Kerr
Raymond Pruitt
Charles Shore
Robert Wilkins

COTTAGE No. 6

Coy Creakman
Richard Davidson
Fred Ganey
John Gregory
Clyde Hoffman
Earl Holleman
Clyde Hill
Lester Ingle
Leo Jones
Nolan Morrison
Elmer Southerland
Charles Sellers
James Swinson
Leroy Wilkins
James Walters

COTTAGE No. 7

Paul Allen
Charles Cox

Glenn Davis
Gene Murphy
Jack Phillips
Hubert Pritchard
Kirk Putman
Robert Shepherd
Claywood Sparrow

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

Albert Allen
Thomas Corley
Kenneth Dillar
Hubert Inman
David Johnson
Clifton Kerns
John Linville
Barney Mills
Eugene Peterson
James Stadler
Thomas Stalling
Vernest Turner
Thomas Wansley

COTTAGE No. 10

(No Honor Roll)

COTTAGE No. 11

Donald Bowden
Jack Gentry
Elmer Heath
Alvin Hilton
Thomas Hyder
David Isenhour
Lee Lockerby
Arlon McLean
James Phillips
Robert Phillips
Alvin Porter
J. C. Rhodes
Leon Rose
Marvin Walters

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

William Black
Fred Bostian
Luther Coble
Ervin Ewing
Charles Gordon
James Hensley
Robert Hobbs

COTTAGE No. 14

Leonard Allen
Howard Holder
Reeves Lusk
William Lerschell
Edgar Martin
Harold Kernodle
Lawrence Owens
John Roberts
James Spence

COTTAGE No. 15

William Best
William Caldwell
Jack Crump
Harvey Coffey
Alvin Fox
Harvey Leonard
Robert Summersett

INDIAN COTTAGE

Ray Covington
Thomas Chavis
Lacy Jacobs
Morrison Jacobs
Clyde Lochlear
Weldon Lochlear

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BIRTHDAYS

Week of December 2, 1945

In The Uplift, we plan to annouce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

December 3—Clyde Ward, Cottage No. 5, 17th birthday.
December 3—David Brooks, Infirmary, 14th birthday.
December 3—Luther Coble, Jr., Cottage No. 13, 16th birthday.
December 6—Troy Arnett, Jr., Cottage No. 2, 16th birthday.
December 5—Walter Carver, Cottage No. 5, 16th birthday.
December 8—James Henry Cartrette, Cottage No. 11, 15th birthday.

DEC 10

THE UPLIFT

VOL. XXXIII CONCORD, N. C., DECEMBER 8, 1945 No. 49

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EACH DAY

To those who live in never ending fear
Of what may come with every passing year,
I, in blissful ignorance, pause to say,
"If I can live the life that comes each day,
And bravely face its share of joy and sorrow,
Then I will be content to wait, and never fear
tomorrow."

—Sunshine Magazine.

Published Weekly By
THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

THE UPLIFT STAFF

GENERAL PRINTING ADVISOR—J. C. Fisher.
ALUMNI NEWS REPORTERS—C. B. Barber, Leon Godown.
FACULTY ADVISOR—J. W. Hines.
OFFICE REPORTER—Miss Ellen Niblock.
REPORTERS—Jack Gentry, Gerald Johnson, Harvey Leonard, Barney Mills, Thomas Stallings, Thomas Wansley.
SPORTS WRITERS—Barney Mills, Charles Young.
BOY SCOUT REPORTER—James Hensley.
LINOTYPE OPERATORS—John Linville, Thomts Stallings.
CLASS IN PRINTING—Gray Brown, Garmon Hubbard, Barney Mills, Vernest Turner, Thomas Wansley.

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The Uplift

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S. G. HAWFIELD, Editor — LEON GODOWN, Printing Instructor

CHRISTMAS WANTS

What do you want for Christmas? Of a truth, the answer to no other question so completely serves as an index of what we are at heart. At other times of the year we can pretend and make believe, but at Christmastime our true nature reveals itself, and we act from the hidden motives that dominate our lives.

Come with me this Yuletide and let the heart express those wishes it has ever longed for, but never dared express! Aye, what is it we want?

I want a few sincere friends, who understand my loneliness, yet remain loyal when I am silent.

I want a growing capacity to understand and respond to the unuttered sufferings of others, knowing that they fight as hard a battle against many odds, even as I.

I want a sense of duty tempered with beauty; a conception of work as a privilege, an urge to justice mingled with mercy, and a feeling that responsibility is my debt for the opportunity of living in a day when great aims are at stake.

I want a task to do which has abiding value, without which the lives of men would be poorer, and the good I might do be eternally lost.

I want a sense of humor, and the genius to laugh; the grace to forgive; and the humility to be forgiven; the willingness to praise, and the freedom to enjoy a little leisure with tantalizing dreams.

I want a glimpse of kneeling hillsides, the unresting sea, the horizon-enchanting plains, and the thrill of a few high-tangled bird notes keenly thinned.

I want a few wistful moments of quiet amid the garish noises and fevered fret of the day; and when twilight flecks the eventide with spotted shadows, a sense of the presence of God?—Argow.

———:———

THE PRICE OF SELF-CONCEIT AND VANITY

At this fateful hour in the world's historical movements of ups and downs, the vices of self-conceit and vanity are exacting from mankind a frightful toll. In Europe and Asia vain men who have been gluttonous for self-glory have by their chicanery and by their

wicked schemes and artifices brought the human race dangerously near to the brink of utter ruin and destruction. A goodly number of these pagan leaders, who by evil devices have brought wide-spread misery, suffering, and death to millions and millions of innocent people, will soon pass off the scene, but nothing can ever be done to restore the human and material wreckage which they have so brutally thrust upon the world.

As the trials of the German and Japanese war leaders proceed in international courts, there are new revelations each day of the shameless, pitiless and unrestrained trickery, the sole purpose of which was to conquer and enslave the other peace-loving nations of the world. International treaties and solemn compacts were without meaning to them. And now those same arrogant cowards, standing before the bar of justice in impartial international courts, either seek to place the blame for the tortuous crimes upon some superior officers or else they seek to ridicule those who prosecute them.

> "The prosecution has unfolded the Nazi war plans step by step, backward from Hitler's connivance with Japan to involve this country in war to the plots against Poland and Czechoslovakia and Austria, and the determination to reoccupy the Rhineland. And as one damning Nazi document after another has been produced, the last possible excuse for any of the Nazis' actions has disappeared.
>
> "But there no longer can be any question of his (Hitler's) aims, or any good word for his accomplishments. The record shows that Hitler and the criminals now on trial simply picked up the secret, tentative preparations for war which the Junkers had begun soon after the 1918 armistice, and devoted their major energies toward bringing them to fruition, first by deceit and finally by open, arrogant defiance."—The Concord Tribune, December 4, 1945.

In both Europe and Asia, at the present moment, vast numbers of those greedy producers of the implements of warfare are being arrested, and later they will be required to appear in the courts themselves to answer for their crimes in promoting wars of conquest, because to do so would be profitable to them. It is reported that one of these gangsters saw his personal income rise from about $40,000 to over $700,000 annually, and of this latter amount he paid practically none in taxes. Such a vicious scheme of governmental

favoritism can end only in ruin and destruction because it carries within its bosom its own seeds of destruction.

In Germany the managers of the vast Krupp Iron Works and the I. G. Farbieu Company became the masters of the German government and it was they who financed and dictated its policies and programs. Here in America we vent our wrath upon one person, Hitler, and he deserves all the curses of the world for his shameful record. But actually Hitler merely occupied the position of "front" man for all that was deep-seated and submerged in the minds of other Germans who were just as vile as he. In other words, there would never have been World War II had it not been that numerous leaders of Germany had their eyes upon the profits that were destined to accrue to them through manufacturing the munitions and armaments of warfare, to be used in spilling human blood until battlefields were drenched in the sacred blood of heroes, and until streams were stained by its color.

The greedy leaders of Germany had their colleagues among the leaders of Japan; only the Japanese probably surpassed their German teachers. Thus we have a perfect setting for the greatest holocaust in all history, one that was born of self-conceit and vanity.

David Hume, one of the world's noted scholars, once said: "In a vain man, the smallest spark may kindle into the greatest flame, because the materials are always prepared for it."

Alexander Ross, another great scholar, once said: "Vanity is the fruit of ignorance. It thrives most in subterranean places, never reached by the air of heaven and the light of the sun."

William Cowper once uttered these significant words: "Glory built upon selfish principles is shame and guilt."

Thus it is obvious to the intelligent people that the world always has and probably always will face the grave dangers of those pagan misfits in positions of power and leadership, who become gluttonous for self-glory and allow themselves to be controlled and governed by the passions of selfishness and vanity. The people of America should never permit this government to be dominated by any single group whose vested interests blind them to the principles of righteousness and justice. Only by living according to the principles of the Golden Rule can we hope to survive or to advance in the years ahead.

MR. HAWFIELD GIVEN HIGH AWARD IN BOY SCOUT ORGANIZATION

At the annual meeting of the Central North Carolina Council of the Boy Scouts of America, held in Concord on December 4th, Superintendent S. G. Hawfield had the signal honor of being presented the Silver Beaver Award. This is one of the highest awards in Scouting, and is given in recognition "For Distinguished Service to Boyhood."

At the same meeting, Mr. H. A. Nanney, principal of the Mount Gilead School, in Montgomery County, was also presented the Silver Beaver Award, and it was worthily bestowed in recognition of his outstanding work in Scouting over a period of many years.

Mr. Hawfield has been officially connected with this organization for more than twenty years. During this time he has served in the following positions of leadership in Scouting: (1) Scoutmaster; (2) Troop Committeeman; (3) Chairman of the Cabarrus District; (4) Chairman of the Cabarrus District Leadership Training Committee.

Mr. Hawfield has in recent months assisted in introducing Scouting at the Jackson Training School. This applies to both regular Scouting and also to Cubbing. These two fine organizations have been very successful here, and they are destined to play an ever increasing part in the lives of deserving boys at the School. The others who have done much for Scouting at the School are: Mr. J. D. Corliss, Mr. and Mrs. Frank Liske. Mr. J. W. Hines, Mrs. Frank Tomkinson, Mrs. Hazel Dotson and Mr. Ralph P. Mullinax. —L. G.

* * * * * * * *

CHRISTMAS CHEER FUND

The Christmas season is again approaching, and throughout the history of the School there has been a Christmas Cheer Fund for the boys here. Generally the contributions to this fund have been generous, and they have come from many devoted friends of the institution and particularly of the boys here.

This year our friends will again be given the opportunity to make their usual contributions, and we wish to assure them that in doing

this they will bring much cheer and happiness to the boys who are here. The funds are always spent for candies, fruits, nuts, or some small useful gift. Our friends are urged to make donations this year as generous as possible because of the fact that all goods or groceries purchased from this fund will cost more this year than usual.

Below is a list of the contributors to date:

Joseph F. Cannon Christmas Cheer Fund	$217.87
New Hanover County Welfare Dept., J. R. Hollis, Supt.,	30.00
Durham County Welfare Dept., W. E. Stanley, Supt.,	15.00
Forsyth County Welfare Dept., A. W. Cline, Supt.,	10.00
"7-8-8," Concord,	25.00
Herman Cone, Greensboro,	25.00

BIRTHDAYS

In The Uplift, we plan to annouce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of December 9, 1945

Dec. 9—Glenn Rice, Cottage No. 5, 13th birthday.
Dec. 11—Burton Routh, Cottage No. 4, 15th birthday.
Dec. 15—Raymond Byrd, Cottage No. 10, 17th birthday.

LOCAL HAPPENINGS

Reported by Boys of the School Department

Items of Interest

By Gerald Johnson, 9th Grade

Lately the grade has been cleaning up their room for Christmas. They have been cleaning windows and woodwork and oiling the floor. They are doing a nice job on their room.

Recently three boys went back to their homes. The boys that left are as follows: Robert Helms, Charlotte; Alvin Porter, Concord; and Clyde Lochlear, Pembroke.

Recently the eight and ninth grades received new boys for their room. The eighth grade boy is Charles Moore, and the ninth grade boy is Robert Fogle. We hope that these boys will make good in their work.

This week, Miss Oehler, the third grade teacher has been ill and has not been to school. We hope that she will soon get well and come back to school.

Last Tuesday Mr. and Mrs. Hawfield went to Raleigh and spent the day on business. We hope that they had a nice trip.

Religion

By Harvey Leonard, 9th Grade

Religion is something for everyone to think about and know about. There are many different kinds of religion in the world. The Christian religion is the true religion of God. Young men and women are taking training to be ministers and missionaries to take the gospel to heathen people. The Japanese worship their ancestors and should be taught that there is only one God—the God who made heaven and earth and everything in the universe, the God who forgives sin if they have faith in Him. The baptismal service in tn the church represents the cleansing of sin in the name of the Father, Son, and the Holy Ghost. A person rejoices when the love and power of the almighty God comes into his life.

Radio Program

By Thomas Wansley, 9th Grade

Last week the program was under the direction of Mr. Leon Godown. Mr. Godown took a group of singers out of different grades this time. They sang a group of songs that most of the boys at the school know. They are favorites of the boys. Mr. Godown led the songs. He also sang a solo entitled "Have Thine Own Way." They were accompanied at the piano by Mrs. Frank Liske. Some of the songs that they sang were: "Somebody Did a Golden Deed," "Jesus Paid It All," and "Give Me Thy Heart."

Sports

By Barney Mills, 9th Grade

Last Saturday ended the football season here at the school. Cottage No. 10 played Cottage No. 4 for the championship. No. 10 won by the score of 6 to 0.

Friday night Cottage No. 9 and

Cottage No. 3 had a game of basketball in the gymnasium. All of the boys played well and enjoyed the game. Cottage No. 9 won by the score of 25 to 21, which was unusual for No. 9.

Cottage No. 2 and Cottage No. 4 had a nice game of basketball Saturday afternoon. No. 4 won by the score of 21 to 20.

Cottage No. 9 played Cottage No. 2 last Tuesday night. Cottage No. 2 won, but the No. 9 boys were not satisfied so No. 2 played them again. This time No. 9 beat them by the score of 25 to 21.

Cottage No. 10 has a pretty good basketball team this year. They won two games last week and tied one. They have some good material.

Show

By Thomas Wansley, 9th Grade

The name of the show last Thursday night was "Big Noise," starring Laurel and Hardy. This was a comical picture. Laurel and Hardy were posing as detectives guarding a new explosive. Two gangsters were trying to get this invention. They finally ended up blowing up a Japanese submarine.

Everyone enjoyed this picture very much.

Science Equipment

By Thomas Wansley, 9th Grade

Tuesday, November 20, our new science equipment arrived at the school. Mrs. Baucom, our ninth grade science and English teacher and also librarian, ordered this equipment when she first began her work at the school. A new science room has been prepared in which to place this equipment. It will be equipped with cabinets, shelves, tables, chairs, a sink, radiator, and experiment tables. It will be fully equipped. We already have some things for a few experiments.

We had our first experiment Monday December 3,. It was on oxygen.

There are three important scientists who deserve credit for oxygen. Their names were Karl Wilhelm Scheele, Joseph Priestley, and Antoine Lawrence Lavoiser. Priestley was focusing the sun one day with a 20 inch lens. He didn't know it at first, but he kept on experimenting. Sheele had already invented oxygen but never gave it in. So they both deserve equal credit. Lavoiser gave the gas the name oxygen.

The sun produces oxygen, and without it we would be helpless and would not live but a few minutes. Oxygen is really liquid air.

Oxygen is used in hospitals and mines to help people breathe easier. Oxygen in the air is needed in smelting irons and some other things. It also produces a good antiseptic. Ozone is one form of oxygen. Oxygen is the reason that light carries. Ozone can be changed into oxygen or else reverse. We can easily say that oxygen is the most important thing to mankind.

We proved this in our new science room Monday. We find that oxygen does not burn but supports combustion. We first tested it with a glowing splint and it quickly burst into flames. We then tested burning sulphur in the oxygen, and it burned much more brightly.

We hope all of our experiments

will prove to be exciting and new. We thank Mrs. Baucom for coming to us and teaching us science.

The Championship Game

By Charles Young, 9th Grade

It was a beautiful day Saturday when Cottage No. 4 and Cottage No. 10 met on the old football field to play the last game of the season for the championship of the school. It was a most thrilling game with the ball played in No. 10 territory the first half, each side holding the other out, but things were different in the last half. Gene Hudgins, No. 4 fullback, threw a long spinning pass to left end Jeter Greene, which fell through his arms. He was in the end zone. If he had caught it things would have been different for No. 4. The next down Hudgins threw still another pass to his right end. It was also fumbled. No. 10's left half, Ernest Bullard, threw the winning pass to Jack Williams which ended the game in No. 10's favor, 6-0.

Army—Navy Game

By Charles Young, 9th Grade

Felix (Doc.) Blanchard and Glenn Davis were the top men in the Army backfield that defeated the Navy by the score of 32-13 in which Blanchard carried the ball over for three touchdowns and Davis the other two. But the Navy did not go down without putting up a fight. Clyde Scott, Navy's back caught a pass from Bruce Smith on Navy's 40 in the last few seconds of the second period and raced over for a touchdown. This game was played at Municipal Stadium, Philidelphia with a large crowd of 102,000. Joe Bartos, Navy fullback, plunged across from the one foot line in the fourth period for the other touchdown. It was the first time in nine games this year that an opponent had gone through the Army first team forwards to score.

B. T. U. Meeting

By Jack Gentry, 9th Grade

We went into the auditorium and sang two songs, "Jesus Paid it All" and "Follow the Gleam." Mrs. Liske played for us. Clyde Wright led us in prayer, and we went to our classrooms.

Kenneth Staley took charge since Mr. Puckett was in another room for awhile. He first called the roll. The topic we studied was "I Will Fear No Evil."

"Adam was Afraid" was the first part given by Gerald Johnson.

Charles Shore gave the following part "I Will Fear No Evil." He recited the 23rd Psalm.

Ralph Gibson gave the third part, "Needless Fear."

The fourth part was "I Pray Thee Open His Eyes," by George Guyton.

John Fine gave the last part. It was "Fear God."

Mr. Puckett then came in and took charge. We read some Bible stories and discussed them.

Mr. Hines, principal of the school, visited our class.

We discussed foreign missions. This was a very impressive discussion.

Charles Shore dismissed us with a short prayer.

Uranium and Thorium

By T. L. Arnett, 9th Grade

Scientists have found that Uranium

and Thorium are the resources of the atomic bomb. They are two rare metallic elements, and they are also the heaviest, Uranium weighing about 238.2 grams per centimeter.

Uranium is white and moderately hard, but it is somewhat softer than steel. It cannot be found alone but is found in many ores. Two of them are pitchblende and carnotite. Salts of Uranium is used in the making of glass. It received its name from Uranus the planet. They also use it for making high-powered steel. Thorium is used in making a powerful gas, and it burns a bright blue flame. It is also found in many different ores in Norway and Brazil, and it is found largely in India. When they mixed these two together, it was found to make the powerful atomic bomb, by using other chemicals. Scientists have found that Thorium is much better than Uranium as a source of atomic energy. The atomic bomb is the most powerful thing that the people have ever heard of. It was used in the defeat of Japan. The people hope that the bomb won't be used for the wrong thing and that the enemy won't get control of it.

———:———

THE THINGS WE CAN'T AFFORD

Regardless of the amount of wealth a self-respecting person possesses, there are things which he cannot afford.

An unknown poet has enumerated a goodly number of such things in the following poem:

"We can't afford to win the gain that means another's loss;
We can't afford to miss the crown by stumbling at the cross.
We can't afford the heedless jest that robs us of a friend;
We can't afford the laugh that finds in bitter tears an end.
We can't afford the feast today that brings tomorrow's fast;
We can't afford the farce that comes to tragedy at last.
We can't afford to play with fire, or tempt a serpent's bite;
We can't afford to think that sin brings any true delight.
We can't afford with serious heed to treat the cynic's sneer;
We can't afford to wise men's words to turn a careless ear.
We can't afford to feed the flame, and make it fiercer burn;
We can't afford for hate to give like hatred in return.
We can't afford to lose the soul for this world's fleeting breath;
We can't afford to barter life in mad exchange for death.
But blind to good are we apart from Thee, all-seeing Lord;
O grant us light that we may know the things we can't afford."

HISTORY OF STONEWALL JACKSON TRAINING SCHOOL

By S. G. Hawfield

There is being prepared a history of the Stonewall Jackson Training School Since the School has been in operation over a period of approximately thirty-six years, the preparation of this historical sketch involves a considerable amount of investigation and research. Later on, the history will be published by the North Carolina Historical Commission. Already five chapters or divisions of the School's history have been completed, and the plans are to print these in THE UPLIFT, our local magazine from time to time.

The chapters which are complete are as follows:

Introduction.
Chapter I. Development of the sentiment for a training school in North Carolina.
Chapter II. Legislative enactment creating the Jackson Training School, and subsequent amendments.
Chapter III. Purpose and function of the Jackson Training School, past and present.
Chapter IV. Early beginnings of the institution.
Chapter V. Organizational set-up.
Chapter VII. Population statistics and related facts.
Chapter VIII. Financial Statistics.
Chapter IX. A Description of the School Plant or Facilities.

(Continued From Last Week)

CHAPTER IX

A Description of the School Plant or Facilities

The Jackson Training School at the present time possesses a school plant, including buildings and farm lands, that has a valuation of over a million dollars. From a very meager beginning in the year 1908, when the original site for the school was purchased, through a span of over thirty-six years, the facilities owned by the school have grown or increased with the unfolding of the years. Today the institution, after having demonstrated its permanent worth to the life of the state, has extensive facilities which, no doubt, will be on a par with the best training schools of the nation. This does not mean, however, that the school does not still need some additional permanent improvements in order to bring the services of the institution up to a higher level of efficiency.

The facilities of the school fall under seven major divisions, as follows:

1. Administration building.

2. Cottage buildings, for housing boys and staff members.
3. Trade training and institutional service buildings.
4. Educational and religious training building.
5. Recreational buildings.
6. Health service building—Infirmary.
7. Farm buildings for housing farm animals and poultry.
8. Farm and pasture lands.
9. Miscellaneous buildings.

1. Administration Building

The Administration Building stands at the head of the campus, and it is the first building within the campus gates after entering the campus from the north. This building is known as the Cannon Memorial Building and was erected in the year 1922. It was made possible through the gift of Mrs. J. W. Cannon and is dedicated as a memorial to her husband, Mr. James W. Cannon, the founder of the famous Cannon Mills. The building was also equipped by Mrs. Cannon. This building replaced the original Administration Building which was erected about 1912 and which was practically destroyed by fire in September, 1922.

The present Administration Building has two stories and a basement; it is 100 ft. by 75 ft., with solid brick walls, slate roof, and plaster on wood frame. On the first floor are the superintendent's living quarters, the superintendent's and business offices, and the boys' store. On the second floor are living quarters for staff members. In the basement are a kitchen and dining room for some staff members. The building is steam heated, with its own heating plant (stoker and boiler) in the basement.

The cost of the erection of the present building and equipment was $58,000.

2. Cottages

There are fifteen regular cottages, or homes, that are quite similar in size and interior arrangements, being 53 ft. by 53 ft. in their exterior measurements. Each has two stories and a basement. The basement contains a pantry for food supplies, a locker room, a clothes room, bathing facilities (including shower baths) and toilet facilities. On the first floor of each cottage there is a kitchen, dining room for boys and cottage parents, sitting room for the boys, and a sitting room for the cottage parents. On the second floor are dormitory accomodations for the boys and living quarters for the cottage parents. One of these cottages was donated to the institution by the King's Daughters organization of North Carolina; eight were donated by different counties or interested citizens of the state, and the others were financed through appropriations from the state legislature.

The King's Daughters Cottage stands at the head of the first group of cottages. The construction is of solid brick walls and slate roof. It was erected in 1908 and opened January 12, 1909, receiving the first boy on that date.

There are four other cottages in this group, located between the Administration Building and the school building, in the center of the main campus.

The second cottage was built out of state funds, and was erected in 1908. The construction is of solid brick walls and slate roof.

The third cottage was built out of

state funds and other contributions. Men and boys at the school did a good portion of the building of it. It is of solid brick walls with beaver-board inside, and slate roof. Its erection extended over a period of several years and it was finally opened in 1916.

The fourth cottage was built in 1918 from state funds. It is of solid brick walls with beaver-board inside and slate roof.

The fifth cottage, or Mecklenburg County cottage, was erected in 1920, out of funds donated by citizens of Charlotte and Mecklenburg County, under the sponsorship of the Men's Club of the Second Presbyterian Church, of Charlotte, and other interested friends This cottage has brick veneer walls, slate roof and plaster on wood frame.

The second group of five cottages located at the lower end of the campus beyond the school building follow:

The sixth cottage was erected in 1920 out of funds furnished by Guilford County. Construction is of brick veneer walls, slate roof and plaster on wood frame.

The seventh cottage was erected in 1921 out of funds furnished by Durham County. Construction is of brick veneer walls, slate roof and plaster on wood frame.

The eighth cottage was erected in 1921 out of funds furnished by Rockingham County. Construction is of brick veneer walls, slate roof and plaster on wood frame. This cottage was closed in the spring of 1943, due to a drop in the enrollment and the shortage of workers. It is still closed.

The ninth cottage was erected in 1921 out of funds provided by Gaston County. Construction is of brick veneer walls, slate roof and plaster on wood frame.

The tenth cottage was erected in 1922 out of funds provided by Rowan and Iredell Counties. Construction is of brick veneer walls, slate roof and plaster on wood frame

The third group of cottages, located west of the upper part of the main campus also consists of five cottages:

Eleventh cottage was erected in 1923 out of state funds. Construction is of brick veneer walls, slate roof and plaster on wood frame.

Twelfth cottage was erected in 1923 out of state funds. The construction is of brick veneer walls, slate roof and plaster on wood frame. The cottage was opened in March, 1924 and closed in March, 1942, due to decrease in enrollment of boys and shortage of help. It is still closed.

Thirteenth cottage was erected in 1923 out of funds provided by Forsyth County. Construction is of brick veneer walls, slate roof, and plaster on wood frame. This cottage was opened in July, 1927.

Fourteenth cottage was erected in 1924 out of funds provided by Robeson County. Construction is of brick veneer walls, slate roof and plaster on wook frame It was opened in May, 1926.

Fifteenth cottage was erected in 1925 out of funds provided by Rutherford County. Construction is of brick veneer walls, slate roof and plaster on wood frame.

The Receiving Building was erected in 1927 out of funds provided by the state. The construction is semi-fireproof, with brick veneer on tiling walls, slate roof and plaster on tiling.

Arrangement of this building is different from the regular cottages. It

is 39 ft. by 63½ ft, has two stories and a basement. The basement contains a clothes room, lockers, showers, toilets, and furnace. The first floor contains the kitchen, dining room, pantry, boys' sitting room, and living quarters for a couple. On the second floor are the boys' dormitory, bath and toilet, and four individual bedrooms.

The Indian cottage is located southwest of the main campus. It is fireproof. Construction is of brick walls and slate roof. It is a two-story building with a large basement, 39 ft. by 55 ft. Situated on the basement floor are a locker room, recreational room, showers, toilets, and furnace room. On the first floor are living quarters for workers, kitchen, dining room, and reading room for boys. Located on the second floor are the boys' dormitory, toilets, shower, and several individual bedrooms.

3. Trade Training and Institutional Service Buildings

The Roth Building is situated northeast of the school building, near National Highway No. 29. The construction is of solid brick walls and tar and gravel roof. It is a two-story type building. It was erected in 1909 out of funds donated by Mr. and Mrs. G. T. Roth, of Elkin, N. C

In this building is located the textile unit, consisting of: (a) picker room; (b) carding and spinning room; (c) weave room; (d) furnace room; (e) stock room.

Prior to the opening of the Swink-Benson Trades Building in July, 1937, the Roth Building housed the printing department, shoe shop and carpenter shop.

The ice plant and meat house consists of one story and a basement, measuring 48 by 38 feet and 20 by 14 feet. It is located down under the hill in the rear of Cottage No. 5 or the Mecklenburg Cottage. This building is of brick construction and slate roof. It was erected in 1921. The basement houses the ice plant and refrigeration room. On the first floor is located a meat-cutting and storage room. On this floor is where it is proposed to provide additional cold storage space, if and when funds are available.

Opposite the ice plant, directly west, across the road is located the potato-curing house It is a one-story building, 20 by 30 feet, of wood construction, and was erected in 1923.

The laundry-bakery building is a two-story structure, 48 by 56 feet, of brick construction, with slate roof. It was erected in 1921, and is located south of the ice plant, on the same side of the road. In 1938 there was an addition made to the laundry. This was made possible through an appropriation made by the special session of the State Legislature in August, 1938 which was supplemented by funds provided through a Federal Works Improvement project. This enlargement provided additional space of 16 by 37 feet. At that time considerable new laundry equipment was installed.

The Swink-Benson Trades Building is located west of the Administration Building, down across the back road which traverses the campus, from the rear entrance down past the laundry. This building was erected in 1932 out of a donation of approximately $20,000.00 by the late Mr. William J. Swink, of China Grove, N. C.

This building is of brick and tile construction, and is fireproof. It measures 35 by 90 feet and is three stories

high. On the ground floor are the machine shop and the carpenter shop. The second floor houses the printing department, barber shop and sheet metal shop. On the third floor are located the sewing room and stock room, the shoe repair department and shoe stock room, and a large lecture or band room.

4. Educational and Religious Training Building

The King's Daughters Chapel is located across the highway from the Cannon Memorial Building. The construction is of solid rock wall and slate roof. It is a one-story structure, 39 by 57 feet, and was erected in 1914. Due to its size, the chapel became inadequate for use at the school, being too small to care for the growing student body and the increasing number of staff members. It was used again during the summer of 1924, when the auditorium at the school building was being enlarged.

The chapel is connected with the main campus by the King's Daughters Memorial Bridge, which was erected by that organization as a memorial to the North Carolina boys serving in the nation's armed forces during World War I.

The large electric sign extending above the entire length of this bridge was the gift of the late Thomas H. Webb, prominent textile manufacturer, of Concord, N. C.

The school building and auditorium are located in the center of the main campus. The construction is of solid brick walls plaster on wood frame, part slate roof, and part built-up tar and gravel roof.

It is a two-story building with a large basement. The basement contains a clothing stock room, a large general store room or commissary, one classroom for Indian boys, one classroom for science, toilets and a furnace room.

On the first floor are located the central library, in a well-lighted room, 22 by 40 feet, three classrooms, principal's office, and a large auditorium with seating capacity of approximately 1,100, with stage and dressing-rooms adjacent thereto.

On the second floor are located five classrooms and the motion picture projection room.

The original school building was erected in 1920, and was remodelel and enlarged in 1923 and 1924.

(To Be Continued)

More than one of us is like the deacon who closed the morning prayer with this fervent petition: "Use me, O Lord, use me in thy work—in a strictly advisory capacity."

THE WISE OLD MAN

By J. C. Glassford

"Now when Jesus was born in Bethlehem of Judea in the days of Herod the King, behold, there came wise men from the east to Jerusalem saying: Where is he that born King of the Jews? for we have seen His star in the east, and are come to worship Him."

Then Herod, when he had privately called the wise men, inquired of them diligently what time the star appeared, and he sent them to Bethlehem. When they had heard the king, they departed; and, lo, the star which they saw in the east, went before them, till it came and stood over where the young child was. When they saw the star, they rejoiced with exceeding great joy.—Matthew 2.

The grizzled old fellow who had been reading of that other Christmas held the book in his hand while he leaned back in an old lounging chair that he always claimed as his very own. He was the only occupant of the huge log house that rambled here and there—new rooms being erected when the needs developed—still holding the open book in his hand he gazed into the blazing fireplace—but his sub-conscious mind had ridden away on memory's magic carpet—back through the years—age had dropped away—again he was a child listening to another voice reading that same chapter of Matthew to the family group that had gathered about him. Then he waited—finally his own grandfather's voice began to tell the Christmas story. How that the little town of Bethlehem was a little settlement which would almost be unnoticed by the average traveler. And here he was an older man than his grandfather was then—an old fellow of four score years—anxious and willing to listen once more to that old, old story. Yearning to catch every word as the old fellow uttered them. Finally, when the gray whiskered pioneer ceased speaking—he again bowed his own head as of old, while his whiskered old lips operated to sing. Even as he had sung as a child—'Oh, Little Town of Bethlehem,' but it was no use. His heart continued to sing but his lips were silent. Then again—after the song—he listened as his old grandfather explained how Bethlehem lay amid the silent hills of Judea—almost surrounded by fields of grain and vineyards—so different from his present surroundings in Colorado—on a cattle ranch on the very edge of the Great American Desert. And yet, as his mind began to drift back to his present surroundings he was wondering if, when the Christ child was born in Judea if the stars back in those days shone as brightly in the heavens as they did on a cold winter's night in Colorado.

Even as his mind thus rambled he felt a cold current of air strike him in the back of the neck. He turned toward the door that was being slowly opened, thinking it was caused by the wind—he arose as if to close it when a laughing voice with a familiar ring exclaimed: "Don't get up, granddad, it's Joey." With these words a young man in a service uniform stepped into the room.

"Joey" exclaimed the old fellow.

"Joey—How in the world did you get here- Where are the folks? They went to town after you."

"Folks! Why I don't know anything about folks. Didn't they phone? There was a derailment on the desert west of here. There will not be any east bound trains until tomorrow some time. Jim Baker's folks had heard about the wreck, so his dad and younger brother drove out to get Jim and seeing me, they invited me to pile in and here I am."

"Well, set your things to one side til your mother and father get here. That'll be some time. Sit down, lad, and tell me about the war. How's soldiering?"

"Soldiering, grandad. Let's not talk about that. That's all I've been hearing for months. Come on, do me a favor—Tell me—what were you thinking about when I slipped in on you?"

"At the exact moment thet you slipp'd in on me I was comparin' our ranch's location to what I'd bin listenin' to about Bethlehem and Judea First off I was thinkin' 'bout when I was a boy back in the New England states. I was thinkin' about how the winter's storms would come up sudden like—jest about Christmas time. This special storm was odd in it's way. Fer days and days it hed bin blowin' and blowin' and when the wind quieted down—snow bin fallin' and it fell fer days, bein' over three feet deep afore it let up. Then the wind started agin makin' great drifts—wasn't many highways at the best them days—wasn't any 'tall after the wind quieted down—jest a white world. Everyone knew that there wasn't goin' to be company fer the holidays. So Christmas evenin' grandad had us all gather 'round the fire place. He had a marker in the book o' Matthews, and he opened it an' started reading. My old mind was a followin' agin jest like as when I was a boy on that other Christmas Eve. You know what, Joey? I bin thinkin' and wonderin,' too, of late, 'bout Christmas. Back in those days folks'd connect the birthday of Christ with Bethlehem, includin' the baby, the manger, the wise men, even the star atop of our Christmas tree. Nowadays, 'bout all I hears about along about Christmas time is Santa Claus. Now wait a minit' I ain't sayin' this aggressively—even if it be true. My own daughter—your own mother—bin sayin' to the youngsters comin' in and goin' out—if you don't do this or don't do that Santa Claus won't like it. Seems as if folks be sort o' lackin' the Christmas spirit. Maybe so—it's cause I can't ferget the difference thet must have existed back in them wise men's days with the little country outpost—and the modern cities of today. Back in them days the spirit of Christmas included the baby. Seems as though it's the spirit of Santa Claus now-a-days an' the true meanin' of the day is overlooked."

"May be true at that, but please tell me about your childhood Christmas,' Grandad."

"Ain't much 'd interest you. There wasn't many boughten presents them days. Folks as gave presents most generally put their scrimpin's in 'em. I sort o' think they put in a little of their hearts and souls in, too. I do know of 'em sittin' up durin' the long hours of the winters evenin's even after us youngsters were in bed, a-makin' socks and mittens, bolsters, pillow cases an' sech. Even granddad worked on the sly makin' a walnut wood gun stock fer his brother's hunt-

in' gun, while us children were always schemin' in some-way-or-other to do our share.

Thet's that—after granddad 'd read the book he'd describe thet travelin' star. How it traveled only when the wise men'd be headed the right way. About the findin' o' the stable, an' how the humble shepherds with meek humility'd stand about. Babies bein' born without doctors in attendance bein' natural them days—everybody standin' here and there ready and willin' to do their share. Then come singin' and prayer. The last thing, everyone'd gather jest outside o' the doorway watchin' and watchin' in those cold, freezin' nights, he'd tell us to look up first at the Big Dipper, then the Little Dipper, the North Star, finally, even as we watched he'd point to a lone bright star thet seemed to burst forth from the very earth itself—our eyes followed it jest as the eyes of the wise men followed their star. Then grandma'd say, "Let's all hang up our stockin's which we'd do and then pile into bed. Thet's the kind of a Christmas us youngsters'd have.

You are a grown man now Joey. I'd bin a wonderin' long afore I heered about your furlough if, when you were on watch on Christmas Eve, if you'd have your mind upon a star, an' if the older lads would. Was wonderin' jest what kind of a Christmas you might have. You bein' named Joseph wasn't jest happin'—you being born on a Christmas—after learnin' thet it was a boy, your mother, whose name as you know, is Mary. Jest natural thought it fittin' thet you be named Joseph. Thet mother of yours is a wise mother—Joey—even as your dad is a good man. Felt thet when you grew you'd sort o' wonder why you were named Joseph. There's no doubt in my mind thet other Joseph, whom you be named after, knew about the star, because the star must have cast a great spell upon him." Even as the old fellow continued to talk, the soldier in uniform, placed his arm about the old fellow. Tears welled in his eyes as he waited. Then he whispered softly, "Please continue your story, granddad, because I am learning the road to Bethlehem." Even as Joey finished his request, the clock on the mantle struck midnight. After the last stroke the fellow exclaimed: "Let's us both go out and look at the stars." The old fellow, who had seen four score years of life amid joys and hardships, reached for his grandson's hand. Thus they stood, hand in hand, beneath Colorado's starlit heavens. Pointing upward, the old gentleman called many of the stars by name. Finally glancing eastward to the Grand Mesa, the highest flat top mountain in the world, the old fellow whispered, "Watch." Even as he spoke, there came up from the depths of darkness a brilliant star. A star, no doubt, as bright as the one the wise men followed centuries ago. Joey showed that he was impressed by saying, "It must have been a star like that one that other Christmas. Even as they watched, the old fellow exclaimed: "Joey, in no other country in the whole wide world." Even as he spoke, two headlights broke into view. Then there came to the ears of both of them voices as sweet as those of the angels centuries ago, singing Silent Night, Holy Night. Even as they listened, the old man continued: "Joey, lad, this is God's country. America is dedicated to uphold the very thing thet He, of Galilee, advocat-

ed, 'Peace on earth and good will to men.' Thet's what you will be fightin' for when you are on the firin' line. Listen, Joey, when you fight, fight hard. We jest have to win this war so thet for centuries to come His Star can continue to rise forever and ever." With enfolding arm he was holding his grandson close. In his earnestness he had forgotten his wrinkled lips, and fading eyesight, but Joey understood. Then it was that the car arrived. Greetings were shouted and in a moment the family group sat in front of the fireplace where they remained until daylight flashed through the windows.

Christmas furlough being almost over and our young soldier was westward bound. Father and mother sat side by side as the car chugged up the steep grade to where the cattle ranch was located. When almost within sight of the home place Mary-mother broke the silence with these words: "Frank, this was far from a Merry Christmas. Instead of being merry it has been a peaceful Christmas, a comforting Christmas. It is true that we have lost our boy. I know that you, too, noticed that our son has become a mature man, with a comprehending mind, but I'm going to ask that dad of mine one question when we reach home. The last remark Joey made to his granddad was, "Thanks for that Christmas story of yours, granddad, you are not too old to be called one of God's wise men. It was you who opened my eyes to just what we were fighting for and listen: Next Christmas there will be another Joseph, whose mind will be on that stable in Bethlehem."

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I WONDER WHY

Why do we wait till a person's gone
Before we tell him of his worth?
Why do we wait, why not tell him now
He's the finest man on earth?

Why do we wait till a person's gone
To send him flowers galore,
When a single rose would have meant so much
If we'd taken it to his door?

Why do we wait till he cannot hear
The good things that we might say;
Why put it off, why not tell him now
And share in his joy today?

Of course we're busy—that's our excuse—
But why, O why do we wait
To tell a person our love for him
Until it comes too late?

—Selected.

AMBITION THE MASTER

(The Speakers Library)

Ambition is an eager desire to gain power or distinction. It may be worthy or it may be ignoble; but be it good or bad it is one of the strongest incentives to human endeavor. The man without ambition can be safely marked as a dismal failure long before he reaches the end of the highway of life; while the man who has a strong ambition will almost always succeed in accomplishing something.

The desire for fame or the desire to acquire wealth are the two things that occupy the average human mind the most. Both are commendable if not carried to such extremes that other important phases of life are overlooked. Every young man or woman should have the desire to excel in something, but it is not necessary to do some great thing, which will merit the applause of the world. Comparatively few have an opportunity to do this. There is just as much need, however, for those who do the ordinary things in life and do them well and there is plenty of room in that field for all.

Young people read stories of the lives of great men and women and they are anxious to go out and do likewise. They imagine that great warriors and those who accumulate wealth or hold high positions with the government have a great deal of pleasure in life, as well as a feeling of satisfaction at their splendid achievements. Nothing could be farther from the truth. The successful warrior is seldom a happy man for as years creep upon him, his mind more and more turns to the melancholy scenes of the battle field where he sees fathers, husbands and brothers going through the agonies of death.

The simple fact that a man has accumulated vast wealth seldom brings a feeling of satisfaction and joy unless he uses that wealth to benefit mankind. When Jay Gould had accumulated one of the greatest fortunes of his time, he said that there was pleasure in the process of accumulating wealth but none whatever in the consciousness of its possession.

A man in the political world is surrounded by the sharpest kind of critics who watch his every move to see if they can find some excuse for denouncing him. He is usually denounced far more than he is praised,, so it is hard to see where much real pleasure can come from a life like that.

The need of the hour is not for men who have an ambition to do some great thing, but for men who keep their eyes open for the chances to do useful little things. Every community has in it those who are doing nothing, simply waiting for a big chance to come their way. They should remember that the chance for heroic endeavor of a spectacular kind does not often come. The man who really counts in this life is not the man who thinks how well he could do some bit of heroism if the opportunity arose, but the man who does the hum-drum, everyday duties as they arise. When the big chance comes, the worker who is the most apt to take advantage of it is not the one who professed to be waiting for it, but one who has been content to do the small things well.

A laudable ambition is to live an honest and honorable life in whatever

walk of life one may be. It is always more difficult to be brave under commonplace conditions than to play the hero amid the glitter of romantic surroundings. A youth who keeps his soul unspotted in the great relentless city of today, who is manly and clean and strong, who resists the allurements of evil and overcomes them, who gives his strength to the weak and his help to the oppressed, a youth who does all this in the humdrum obscurity of a business career, shows more signs of a brave heart and dauntless courage than the much-praised knights of the Middle Ages.

A reprehensible kind of ambition is that which causes men to trample on the rights of others, the strong to oppress the weak, or for one to raise himself to a lofty pinnacle by pushing others down. The most glaring example of an unscrupulous ambition is that of Napoleon Bonaparte. He rode rough-shod over everyone who stood in his way. He valued human life and suffering at nothing. He was determined to be the greatest monarch of all time and would scruple at nothing to accomplish that end. The poet well said of him:

"He fought a thousand glorious wars,
He wrote the Great before his name
And dying only left his son
The recollections of his shame."

Contrast that with the worthy ambition of Florence Nightingale, who thought nothing of her own comfort, but devoted her life to relieve the sufferings of the soldiers in the Crimean War. Her name stands in the memory of all as one of the world's greatest benefactore and will be loved by all mankind as long as time will last.

As the world stands today, ambition is the master in every walk of life. As long as individuals endeavor gets its reward, desire for personal achievement will be the guiding star to the vast majority of the people. If the time ever comes when we have community ownership of everything and individual genius and endeavor will not count, then ambition will cease to exist and the world will cease to advance.

Everyone should possess a burning ambition to achieve worthy objects. While he should be anxious for his own personal advancement, he should never forget that he owes a duty to the community and the country in which he lives. When the end of life approaches, we will get a thousand times more joy from the thoughts of the good deeds we have done to others than from the selfish things we have done for ourselves. Let our ambition be for a noble life well spent. As the poet Bryant said:

"So live, that when thy summons comes to join
The innumerable caravan, which moves
To that mysterious realm, where each shall take
His chamber in the silent halls of death,
Thou go not, like the quarry-slave at night,
Scourged to his dungeon, but, sustained and soothed
By an unfaltering trust, approach thy grave,
Like one who wraps the drapery of his couch
About him, and lies down to pleasant dreams."

OF THINGS TO COME

(Catawba News-Enterprise)

If we remember correctly a great movement which resulted in the forming of the Protestant church originated in England. Now comes notice that the Church of England is starting another movement that may result in attracting untold thousands into the church—thousands that have scarcely ever heard of churches and their work.

The Church of England is going to advertise. The initial program will have an expense account of four million dollars, and if it is successful more will follow.

Churches have come a long way in modernizing their programs of work, and in recent years have gone "all-out" to make the church and its activities attractive to young people. Now, it would seem, is a good time for churches of America and elsewhere to follow the step taken by the Church of England and tell the general public about the attractions of the religious institution.

The Hickory Daily Record has this to say about the Church of England's movement:

Inasmuch as advertising is the one thing which newspapers have to sell, The Record cannot be blamed for seeing something of significance in the announcement that the Church of England has decided to spend four million dollars on an advertising program.

One commentator, James Thrasher, speaks of the plan as "spectacular promotion," which term he justifies as not irreverent, inasmuch as the "spectacular" had much to do with the winning of hundreds of thousands of early converts to Christianity.

Thrasher goes on to contend that today it is the scientists, not the saints, who are preforming the miracles. Theirs seldom have any such emotional impact as did the miracles of the saints, but of the type that can be explained though seldom understood, the scientists' miracles are wonderful. They can kill or cure us, save us time and labor, make us more comfortable, provide us with more and more leisure of a more and more luxurious type.

However, they can't make us better men and women. Christian ethics can, but the church's gently persuasive message to that effect keeps getting drowned out. It is just too quiet to be heard above all the shouts of praise about the wonderful push-button, vitamin - enriched, postwar world into which we have emerged.

So the Church of England is going to get right into the arena and battle it out, slogan for slogan. What techniques the church will use remains to be seen, but leaders have made known their intention of using radio and motion pictures as well as periodicals and newspapers

We sincerely hope that the campaign will be so well done and successful that the idea will spread. Perhaps even here the advertisers of more mundane things might even pitch in and help, just as they helped the government in its various war drives.

It's time we did something to make the human race slow up and let its behavior catch up with its material

progress. Four million dollars spent by the Church of England won't put on the brakes, but it might be a start.

If the church could trumpet through Christendom and beyond the indisputable fact that men must mend their ways and develop some genuine charity and humility and good will if they want to establish lasting peace and survive on this planet, and if the church should trumpet it loudly enough to make all men listen, maybe the push-button world ahead would be as pleasant as is promised.

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A MAN IS A FAILURE

When he has no confidence in himself nor his fellow men.
When he values success more than character and self-respect.
When he loves his own plans and interests more than humanity.
When his friends like him for what he has more than for what he is.
When he becomes so absorbed in his work that he cannot say that life is greater than work.
When he lets a day go by without making some one happier and more comfortable.
When he tries to get ahead in the world by climbing over the shoulders of others.
When he values wealth above health, self-respect and the good opinion of his fellows.
When he so burdened by his business that he finds no time for rest and recreation.
When he envies others because they have more ability, talent or wealth than he has.
When he does not care what happens to his neighbors or his friends so long as he is prosperous.
When he is so busy doing work that he has no time for smiles or cheerful words.—Exchange.

MILITARY SYSTEM

(Stanly News & Press)

We do not know how important the strict caste system observed in the Army and Navy is to the successful waging of a war, but it appears that one of the reasons why all men in the army and navy want to return to civilian life is their utter disgust with that system.

Drew Pearson reports that a Gallup poll conducted among navy men reveals why peacetime conscription is to be necessary if the military strength of the nation is to be maintained at a safe level. The great majority of the men do not want to stay in the navy, they are fed up with the caste system, and figure that they have little chance of becoming commissioned officers.

Naturally the poll was conducted in a frank manner, and Pearson reports that many of the things which the enlisted men said about their officers was unprintable. In fact, some of the replies to the questionaire sent out by Gallup indicated that mutiny was imminent.

Josephus Daniels, of this state, who was secretary of the navy during the first World War tried to instill a more democratic spirit in the navy, but when he retired from that post the effort was not continued

It appears that the naval and military academies put something into a man that makes his very presence distasteful to men who are working with him. During this war many men who were not fit to be officers were granted commissions, and naturally this added to the irritation.

We do not know whether it will be possible to democratize the army and navy, and we do not know whether a democratic army would be sufficiently efficient, but we do know that the revelations made in this poll are of greatest importance to the entire nation. Certainly something needs to be done.

Too much emphasis is no emphasis—raise your voice too loud and no one hears you. Hit too hard and you excite sympathy for your victim. Draw your indictment too sweeping and it becomes suspicious.—Elbert Hubbard.

SCIENCE SUPPORTS THE SCRIPTURES

(The Baptist Record)

Take the atomic bomb. When we understand how it operates we can see how the earth can be destroyed by fire. The atom is the smallest particle of matter. It is composed of energy. Energy is heat, and heat is released energy. We are warmed by coal because combustion releases the energy in the coal. Now the atom formerly defied man's efforts to open it. The atom smashing machine just flaked off pieces of it, but revealed vast energy. Now the bomb has come to pass because scientists have found the neutrons of electricty shot into the atom splits it, releasing its energy which is stupendous in amount. In other words the atomic bomb dissolves matter. Einstein has said that matter could be converted to energy, but as yet man has been unable to convert energy back into matter. Well, the atomic bomb proves the first part of his statement.

Now all matter, or substance, is formed out of atoms. The difference in the nature of the matter being due to different molecules which are different from each other because they are composed of different numbers of atoms in different arrangements. So, turn to II Peter, the third chapter. Read the whole chapter. Here Peter points at scoffers who do not believe in the second coming ". . . scoffers . . . saying, where is the promise of his coming?" (V 3, 4). Then he bears witness of the flood which many doubt (V 5, 6). Then he warns of the earth being destroyed by fire (V 7). Now he tells how it will be done. We quote: "But the day of the Lord will come as a thief in the night; in which the heavens will pass away with a great noise, and the elements will melt with fervent heat, the earth also and the works that are therein shall be burned up. Seeing that all these things shall be desolved. . ." (Vv 10,-11).

Now consider what happens when the atom is split. It releases tremendous energy which is so fervent in the heat that it vaporizes steel. It makes a tremendous noise. In other words, it is matter dissolving. If man can split a few atoms with neutrons we can easily see how God can split them all so that the earth will burn up with a great noise, matter being dissolved by all the atoms being split.

Now this is not fantastic prophecy, but cold scientific truth. We are not saying the earth is coming to an end by fire soon, no one knows that, not even the angels, but we are pointing to the fact that it is scientifically possible. The possibility of that which we once accepted by faith has now become scientific knowledge. Then who knows but that after the earth has been dissolved back into energy God will make out of that energy a new heaven and a new earth. Note verse 13, "Nevertheless we, according to his promise, look for a new heaven and a new earth, wherein dwelleth righteousness."

———:———

Ill blows the wind that profits nobody.—Shakespeare.

A SMILE

(Catawba News-Enterprise)

A smile is something that many people had been going around without for five years, but remembered they still possessed when the war was over. Some people became so accustomed to doing without their smile during the war that they haven't taken time out since the war to recall if they still have it, however.

They have it all right. A smile is something a person is born with, and it remains a person's possession, even if he doesn't always know it, until death. Some people die with a smile on their face.

A smile on some people's face looks funny, but at any rate it is always better than a frown. A smile is something like ripples in a pond—a pond that was still smooth until a rock was thrown in. The lines of the face ripple like the water in the pond when a smile is the impetus, just as the rock causes the ripples in the water to start.

A smile is infectious, too. When you see others smiling, you begin to wonder what they are smiling about, and if you might be missing something. Afterwards, that little ripple will start breaking at the corners of your mouth and soon your face will be covered with a smile. It's great. Why don't you try it sometime?

There's nothing better to end a little tiff between the mama and the papa than for one of the two people concerned to see something amusing and start to smile. That smile will often end the quarrel and harmony will reign again.

There's no end to what a smile can do.

The quiet man in the crowd had grown tired of the boastful talk of the others. So, when there was a lull in the conversation, he began:

"This morning I went over to see a new machine we've got at our place, and it is astonishing how it works."

"How does it work?" asked one man curiously.

"Well," continued the first speaker, "it works by means of a pedal attachment, a fulcrum lever converts a vertical reciprocal motion into a circular movement. The principal part of the machine is a huge disc that revolves in a vertical plane. Power is applied through the axis of the disc, and work is done on the periphery, where the hardest steel, by mere contact, may be reduced to any shape."

"What is this wonderful machine?" chorused the crowd.

The man smiled as he said, "A grindstone."—Royal Neighbor.

SUNDAY SERVICE AT THE SCHOOL

Rev. Murray S. Richey, the new pastor of the Kerr Street Methodist Church, was the guest preacher at the service last Sunday. This was Mr. Richey's first appearence at the School since he took over the pastorate of the church which was formerly served by Rev. James Fowler. While we at the School will miss Mr. Fowler lots, we want to say that Mr. Richey made a very favorable and deep impression upon the boys. His message last Sunday was very appropriate and timely, and we shall look forward with pleasure to his visits in the future.

Mr. Richey read for a Scripture lesson the first three verses of the twelfth chapter of Paul's Epistle to the Hebrews. During his sermon he placed the emphasis upon the need for "laying aside every weight and sin which doth so easily beset us, and let us run with patience the race that is set before us."

Mr. Richey explained to the boys that every person, in a sense, is running the race of life and that as he runs his race of life his experiences are comparable to those of great athletes who participate in various types of sports and games. It was explained that when there is a big football game or track meet at some college, there is a vast stadium thronged with people. The people in the stadium are the partisan friends of one team or another, and they cheer their favorite athletes on to victory. Generally it makes a lot of difference to the athlete when he has the good will and the moral support of the spectators. Likewise, in the game of life a person can always have the assurance that there is a vast throng of friends and Christian supporters who are backing the person who is trying to live right and go straight.

Mr. Richey reminded the boys of the fact that at the present time an extraordinary effort is being made to devise a plan which will preserve the peace of the world in future years. These are, however, not the first efforts that have been made to this same end. The work of making the peace is still an unfinished task, but there are immortal leaders of the past, such as Woodrow Wilson and others, who are the invisible spectators that look on, hoping that in the efforts of today there may be developed the perfect plan for world peace and harmony.

In the games of sports there is great care to see that the athletes are not encumbered with weights and other impediments which may impede their participation. One would not participate in any sort of sports, carrying a bundle of books or an overcoat or some similar burden, but he is appropriately dressed for the game which he plays. In the spiritual race of life, there are some things which tend to handicap and beset every person. To one person it may be selfishness, to another bad habits, to another laziness, to another dishonesty. Before anyone can really succeed in the race of life it is absolutely necessary that he throw off those things which prevent him from going straight. Generally it takes a long time to rid one's life of these impediments, and it was explained that youth is the best time for doing this.

with a handicap of twenty yards because the boy who preceded him droped the stick. This boy took it upon himself not only to run his own mile but to make up for the accident of his pal. Because he was inspired by this spirit, he broke the record for a mile.

Mr. Richey then told the boys about the life of George Gipp, who was one of Knute Rockne's great football players. Mr. Rockne had sympathized with this boy as he lay at death's door, but the boy said he would meet the issue then in the same spirit as if he were playing the game victoriously on the gridiron. Once when the Notre Dame football team was flagging in its spirits, Mr. Rockne told the team at the half of the heroic spirit of young Gipp, and during the remainder of the game the entire Notre Dame team was different.

In conclusion, the speaker said every person should be glad to follow in the footsteps of Christ, who was described as the Author and Finisher of our faith. No matter how well we may do, we can never surpass the record which He made. Always a person should hold up before himself as an example the life of Christ as he lived it among men, and should strive to go as far as he can in the same progress.

Mr. Richey explained to the boys that living a Christian life is not merely a matter of refraining from doing wrong things. A Christian life is not to be considered as a question of "No, no" but it is rather a question of doing so many fine things, so many Christlike things that a person has no time for doing evil things. The person who fills his life with good deeds avoids the necessity of always having to shun the bad things.

The speaker gave three illustrations of boys who were very brave and heroic in their youthful experiences. One boy, described as a normal red-headed boy, wanted to be a good runner on the race track. He was told he could not develop successfully as a runner if he spent too much time developing his muscles in swimming, so he decided to refrain from swimming, and this fact enabled him really to become the great runner that he wanted to be. To be a successful runner, though, he had to leave off swimming.

Another boy, for whom there is a gold star in the home of his parents, was a member of a relay team at one of the colleges in this state. He was one of four boys on the team. He was forced to begin his part of the relay

———:———

Life is made up, not of great sacrifices or duties, but of little things, in which smiles and kindness, and small obligations given habitlally, are what preserve the heart and secure comfort.—Selected.

COTTAGE HONOR ROLL

Week Ending November 25, 1945

RECEIVING COTTAGE

Lawrence Allen
George Bridges
Maynard Chester
Robert Fogle
James Perkins
Charles Reeves
William Speaks
Robert Trout
Charles Young

COTTAGE No. 1

Lyndon Barnett
William Britt
Carl Church
Paul Church
Horace Collins
Worth Craven
Carl Davis
William Doss
Thomas Everheart
James Eller
Franklin Hensley
Edward Hambrick
Robert Holbert
Jack Lambert
Franklin Robinson
Clay Shew
Harry Thompson
Wilton Wiggins
James Jones

COTTAGE No. 2

Harvey Arnett
Louie Ashe
Rufus Driggers
Robert Furr
Gerald Johnson
Donald Kirk
Chester Lee
Howard Manus
Robert McDuffie
William McVicker
Hayes Powell
William Phillips
Melvin Radford
Van Robinson
Russell Seagle
Paul Wolfe

COTTAGE No. 3

James Arrowood
Eugene Bowers
Thomas Childress
James Christy
Hugh Cornwell
Joseph Duncan
Talmadge Duncan
James Dunn
Jesse Hamlin
Robert Helms
Daniel Johnson
Emory King
Robert Lee
Lawrence Littlejohn
Robert Peavy
Lloyd Perdue
Thomas Staley
William Ussery

COTTAGE No. 4

John Fine
Eugene Hudgins
Robert Hogan
Herman Hughes
Hobart Keaton
W. C. McManus
William Meadows
Lacy Overton
James Parker
Leroy Pate
Ernest Turner
Edward Vanhoy

COTTAGE No. 5

T. L. Arnette
Walter Carter
Woodrow Davenport
Sterling Farrow
Patrick Ford
Allen Hicks
Connie Hill
Donald Hoyle
James Little
Rodney Mintz
Raymond Pruitt
Charles Shore
Robert Wilkins
Robert Woodruff
Clyde Ward

COTTAGE No. 6

Coy Creakman
Ollie Daw
Fred Ganey

Robert Mason
Nolan Morrison
Jerry Oaks
James Walters
Leroy Wilkins

COTTAGE No. 7

Paul Allen
Glenn Davis
William Hamilton
William Keene
Author Lawson
Edward McCall

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

J. C. Alley
Albert Allen
Gray Brown
Conrad Cox
Raymond Cloninger
Ralph Gibson
Hubert Inman
David Johnson
Richard Johnson
John Linville
Barney Mills
Eugene Peterson
James Stadler
Thomas Stallings
Vernest Turner
Jack Wilkins
Thomas Wansley
Frank Westmoredand

COTTAGE No. 10

Jesse Black
William Burnett
Ernest Bullard
Raymond Byrd
Thomas Cottrell
R. C. Combs
Jack Gleason
Earl Godley
James Hensley
Howard Jones
William Lane
J. C. Michaels
Edwin Peterson
Don Stultz
Jack Williams

COTTAGE No. 11

Donald Bowden
Lee Lockerby
Alvin Porter
Leon Rose

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

Ervin Ewing
Terry Harding
James Hensley
Gilbert Wise

COTTAGE No. 14

Leonard Allen
Howard Holder
Howard Kernodle
Reeves Lusk
William Lerschell
James Milloway
Clifford Martin
Edward Martin
John Roberts
James Shook
James Spence
Ray Wooten
Charles Moore

COTTAGE No. 15

Harold Bates
William Best
George Brown
William Caldwell
William Correll
Jack Crump
Henry Coffey
Elzo Fulk
Alvin Fox
Jack Greene
Howard Herman
Marcus Hefner
David Kinley
Marshall Lamb
Ralph Steward
Solomon Shelton

INDIAN COTTAGE

(No Honor Roll)

INFIRMARY

(No Honor Roll)

DEC 20

THE UPLIFT

VOL. XXXIII CONCORD, N. C., DECEMBER 15, 1945 No. 50

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CHRISTMAS TIME AGAIN

When the bells ring out on a world of white,
And the shopping days are here;
When the hurrying throngs go surging by,
Through the twilight crisp and clear;
When the eager lights leap out—leap out—
In windows here and there,
Like angels keeping watch and ward
From their vantage posts in air;
When the bells peal out on a world of white,
Where the dull gray earth has lain,
Then it's winter time, and holly time,
And Christmas time again!

—Selected.

Published Weekly By

THE PRINTING CLASS OF THE STONEWALL JACKSON MANUAL TRAINING AND INDUSTRIAL SCHOOL

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The Uplift

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

"PEACE ON EARTH"

Echoed by grateful voices in all the world, these words betoken mutual understanding and respect, in Yuletide and all through time. Be it in our home land, in the oriental regions, or on the far seas, "peace on earth" means everywhere!

We of America hold in our hands the destiny of the American way of life, for which our ancestors bled and died. From those intrepid men and women, whose untiring search for freedom and tolerance took them into uncharted ways, let us draw inspiration and courage as we approach a new era where men count for what they are, and where right to welfare and happiness is the priceless privilege of everyone.

In the sober consciousness of the meaning of America, in whose name those hundreds of thousands of America's most valorous have just been sacrificed, there can be no quarter for the poison of hate, bigotry, and intolerance. The founding God of the universe gave us the unquenchable joy of Christmas. Our founding fathers gave us the inalienable rights to freedom and brotherhood.

—Sunshine Magazine.

LIBRARY IMPROVEMENT PROJECT

During the last several weeks the library here at the school has been greatly improved through the efforts of Mrs. Edith Baucom, one of the teachers. While most of the library books are fairly new, there was urgent need that they be properly accessioned and classified. This has been a rather extensive and tedious piece of work that has involved a tremendous amount of time. Now the point has been reached when it can be said that the school really has a well-classified library of accredited books, and that it is in condition to make the books readily available to the boys for their immediate use.

Mrs. Baucom has taken a great deal of interest in this project. She has stayed with this project with persistence and determination, and

although it has involved working extra hours, she has done the work which was necessary, and from this time on whenever new books are purchased their classifications will merely be added to what the school now has. Mrs. Baucom enthusiastically and with pride now says that the school has "a good working library" with nearly 2,000 accredited books.

A special effort has been made by Mrs. Baucom and her library helpers to get all the library books which were out and overdue returned. They are working, too, towards getting some of the books which have been in constant use and are popular among the boys rebound by a reputable rebinding firm. Another phase of the work has been to eliminate from the library any books which did not meet accrediting requirements.

Mrs. Baucom states now that one of the major features of the work is to train the boys in the proper use of the library. For instance, a second grade boy needs to learn that it is practically useless for him to select and attempt to read an 8th or 9th grade book, but with the help of his teacher and the librarian he can select a book which is suited to his abilities.

Then, there is the problem of developing desirable attitudes of courtesy and quietness while groups are in the library. There is also the need for developing a proper attitude towards reading wholesome and inspiring books. In this connection Mrs. Baucom explained that the boys really do like good reading when it is available for them. Such books as Silver Chief, Lassie Come Home, and Biography of Lou Gehrig are books that are worn by constant use, and such books will continue to be used when the boys are properly guided.

At the present time the library environment is in keeping with the Christmas holiday spirit. In the center of the library room is a manger scene with the proper characters represented in figures. At the center of this scene, of course, there is the creche with the manger and the Christ Child.

Generally the library period is a very busy time for the teachers. When any group of boys go to the library they are accompanied by their teacher who gives advice regarding the selection of books and supervises the reading period. This is proper because every teacher,

although there is a librarian, needs to be entirely familiar with the books that are available.

The books have been carefully classified, and among these classifications are the following: reference corner, teachers' reading shelf, special reference books which do not circulate, books regarding history, biography, geography, poetry, religion, plays, and literature. It might be explained, too, that a good portion of the books are grouped under E, elementary books suitable for grades 1-6.

* * * * * * * *

THE REWARDS OF CRUSADERS

The basic element in all the glory of the triumphant victories of the American soldiers in the recent World War must forever be contained in the fact that it was a crusade in defense of the freedom of mankind. If the time ever comes when the people of the United States should make up their minds that they should be rewarded in terms of material wealth for the sacrifices that were made in this last bloody conflict, then the crusade for freedom will have lost all its splendor and glory.

It will, of course, be difficult in the years ahead for those who reckon with the conquered nations not to demand reimbursements for sacrifices that have been made, but it should be remembered that the richest treasure that we can preserve for posterity is the satisfaction of knowing that our country made a free offering on the altar of freedom and liberty without the hope of material reward. The greatest prizes that can be won are those that are intangible and represented only in the realm of idealism. If this country can find it possible to preserve the idealism which carried it so gloriously through the horrible conflict of warfare, then there need be no doubt about its future, for the country that has a rich heritage of idealism is forever secure.

In recent days the world has been informed about the proposed new program that General MacArthur has for the Japanese people. In one phase of this program MacArthur proposes to make it possible for vast numbers of oppressed Japanese people to own their own homes and have a measure of freedom in their own country, which they have never found possible before. Nothing could be more

stirring to posterity than for the records to show that through the efforts of the American army vast throngs of helpless and enslaved peoples were emancipated and set on the high road to independent living. If our armies can do these things they will receive the laudations of generations still unborn. It will be a glorious page in American history if it shall be possible for all the races of mankind to say that the American armies emancipated vast multitudes and at the same time collected no tributes and exacted no booty of warfare.

The great danger always in warfare is that the hands of the victor may become tainted with unholy conquests. It has been said that a great war leaves the country with three armies—an army of cripples, an army of mourners, and an army of thieves. Once upon a time the Duke of Wellington made this statement: "The next thing to a battle lost is a battle won." The implications are that those who triumph in warfare may lose the spiritual blessings which might be theirs because of their own greed and selfishness and their own desires for fame and glory.

At the present time this nation probably has its grandest opportunities for spreading good will throughout the world by helping the impoverished nations of the earth. In Europe today there are those who are poor and needy, who are on the brink of starvation, and who endure all the miseries that are caused by the destructions of warfare. Millions of people will die unless this country comes to their rescue, and does it quickly. It is our Christian duty to help them, and we shall forever take pride in future years only in the fact that we ministered to those who were in sorrow and in need, in their direst hours of distress.

During the intervening months of the last war, without equal in its magnitude of human misery or physical destruction, mankind was called upon to tread the miry or the dusty pathways of life with anxious spirits and bleeding hearts. The very daggers of despotism and oppression were aimed at the heart of the human race itself; the sensibilities of righteous people were shocked by the ghastly experiences, of barbarism. The world cannot soon recover, if it ever does recover, from the maladies that have so brutally beset it upon all sides, unless the moral fabric and the eternal verities of society be preserved. In other words, they who would be spiritually strong cannot approach the throne of Almighty

God unless they at the same time lead by the hand some of their weaker brethren who are in need of divine benedictions.

In thi sconnection some words of Woodrow Wilson are most appropriate: "'Our civilization cannot survive materially unless it be redeemed spiritually."

Francis B. Sayre, a son-in-law of Wilson, once penned these significant words: "Humanity cannot go forward, civilization cannot advance, except as the philosophy of force is replaced by that of human brotherhood. These two can never be reconciled, for they are postulated on altogether different and profoundly conflicting appraisals of human values. Whenever the philosophy of force establishes domination, civilization as we know it ends."

In order that we of this modern post-war era, dedicated to the ways of peace on earth, may be forewarned, the following ancient Grecian legend is outlined below:

Once upon a time, a strong and valiant young messenger was dispatched across his native land to bear a sacred message to a distant city. Day after day he traveled over the rough and dusty antiquated roadways. In the evenings, as he stopped for the night, he rested in the inns. In these inns there were wild parties, filled with frollicking and dancing and drinking—the evil ways of the world. During the first two or three nights, these allurements had little or no fascination for this trusted young man, and at the break of day he was off on his journey, fulfilling all of the obligations of his mission and meeting the impulses of his own soul.

But, sad to say, as the days passed, life in the inns had for this fine young man greater and greater attraction. He began to spend more and more time at inns, participating in the wild parties, until he was completely fascinated by what the ways of the world had to offer him. Finally, forgetting his mission, he stopped permanently at an inn, and the message was never delivered.

* * * * * * * *

CHRISTMAS CHEER FUND

The Christmas season is again approaching, and throughout the history of the School there has been a Christmas Cheer Fund for the boys here. Generally the contributions to this fund have been

generous, and they have come from many devoted friends of the institution and particularly of the boys here.

This year our friends will again be given the opportunity to make their usual contributions, and we wish to assure them that in doing this they will bring much cheer and happiness to the boys who are here. The funds are always spent for candies, fruits, nuts, or some small useful gift. Our friends are urged to make donations this year as generous as possible because of the fact that all goods or groceries purchased from this fund will cost more this year than usual.

Below is a list of the contributors to date:

Joseph F. Cannon Christmas Cheer Fund	$217.87
New Hanover County Welfare Dept., J. R. Hollis, Supt.,	30.00
Durham County Welfare Dept., W. E. Stanley, Supt.,	15.00
Forsyth County Welfare Dept., A. W. Cline, Supt.,	10.00
"7-8-8," Concord,	25.00
Herman Cone, Greensboro,	25.00
Board of Commissioners, Anson County,	10.00
Watauga County Welfare Dept., Dave P. Mast, Supt.,	6.00
Board of Commissioners, Caldwell County	15.00
Board of Commissioners, Davidson County,	15.00
Juvenile Court, Greensboro,	4.00
A. W. Klemme, High Point,	5.00
Mrs. G. T. Roth, Elkin,	10.00
L. C. Harmon, Concord,	5.00
Samuel E. Leonard, Raleigh,	5.00
A Friend	5.00
Mr. and Mrs. S. G. Hawfield, Concord	10.00

LOCAL HAPPENINGS

Reported by Boys of the School Department

Sports of the Week

By Barney Mills, 9th Grade

This past week the boys at the school have been practicing in the gymnasium while the schedule for basketball is being made out.

The Cottage No. 9 boys have been to the gymnasium twice this week to play basketball. On Monday night they played Cottage No. 10 and lost by the score of 16 to 9. The No. 9 team played the scrub team Friday night. The senior team won.

The Cottage No. 2 team played the Cottage No. 4 boys one night last week, and lost by the score of 13 to 5. No. 2 also played No. 11, and won by a 28 to 4 score. No. 4 played No. 11, and won by the score of 64 to 4.

The boys of No. 3 and No. 10 Cottages have been getting in some good practice lately. They go to the gymnasium and play their second teams.

A Date to Remember

By Barney Mills, 9th Grade

Last Friday, December 7th, marked the fourth anniversary of the infamous attack on Pearl Harbor by the Japanese. This act stirred the heart of every sincere American. This deceitful blow was struck while a Japanese official was in Washington talking and planning for peace.

Today, we are at peace. It is easy for us to think of what has happened in the past four years, but we do not realize what we have had to pay for these thoughts. Now that the war is over and our heroes are coming home, we forget the price that was paid for our peace.

This peace did not come about by what the soldiers and sailors did. It also came because of the efforts of the people who bought war bonds, and by the children who gathered material for the war effort. These great deeds of the American people have won our freedom that we love so dearly, and that we will keep.

Mr. Hawfield's Scout Work

By Thomas Wansley, 9th Grade

Mr. Hawfield, our superintendent, has been interested in Boy Scout work for the past twenty-three years. He began his work in 1923, as a Scoutmaster for a Scout troop in Monroe. He also served as a Scout Troop Committeeman at the Central Methodist Church, in that city. In 1930, Mr. Hawfield began his Scout work in Concord, and served for a period of nine years.. During this time, for a about three years, he was chairman of the Cabarrus District. He stated that in the nine years spent in Scout work in Concord he worked with some very fine gentlemen, some of whom were: Messrs. Hiram P. Caton, Jr., John Suther, James Sharp, Fred Kestler, H. L. Lipe, J. I. Padgett.

In recent years Mr. Hawfield has been chairman of the Troop Committee at the Jackson Training School and chairman of the Cabarrus District Leadership Training Committee.

He has been greatly interested in Boy Scout work because of the great opportunity it gives to teen-age boys.

The Boy Scouts is a character training organization. These boys go on hikes, to Scout camps, and operate their own troop. All of these things help to develop strong character in boys.

Mr. Hawfield told us of the greatest thrill he received in Scouting. It was when his son, Bill, had the privilege of going into the White House, in Washington, D. C., to deliver a message to the President. He delivered this message for his Scout troop in Concord. All three of Mr. Hawfield's sons were interested in Scout work.

When the Boy Scouts of the Jackson Training School go to Camp Cabarrus each year, they generally win the highest awards given to the various troops in the district.

Mr. Hawfield said that he had been greatly pleased with the Cub Scout work at the school. This work has been going on for about six months. The Cubs are under the direction of Mr. J. W. Hines, cubmaster, and the following ladies who serve as den mothers: Mrs. Frank Liske, Mrs. H. F. Tomkinson and Mrs. Hazel Dotson.

Radio Program

By Ray Cloninger and Gray Brown, 9th Grade

Mrs. Hawfield's first grade boys gave the radio program over Station WEGO, on Tuesday morning, December 4th. It was a Christman program. The boys sang four Christmas songs, as follows: "Jolly Old Saint Nicholas," "Up on the House-Top," "Why we Keep Christmas" and "Silent Night."

After the singing, Mr. Hawfield gave a talk on the gifts given to the Training School. Every year the institution receives donations to the "Boys' Christmas Cheer Fund." These consist of both money and merchandize. Mr Hawfield did not complete his talk because his time was limited.

Chapel Program

By Garmon Hubbard, 9th Grade

Mr. J. N. Bass, our seventh grade teacher, was in charge of the chapel program on Friday morning of last week. After we had all assembled in the auditorium, we rose and sang "The Star-Spangled Banner." Mrs. Morrison and Mrs. Dotson then led us in singing some Christmas songs. Mr. Bass then told us the story of the cowardly attack upon Pearl Harbor, made by the Japanese on December 7, 1941. We were dismissed by a prayer by Mr. Hines.

The Picture Show

By Raymond Byrd, 9th Grade

On Thursday night of last week, the boys were thrilled at seeing "Delightfully Dangerous." Jane Powell was the leading character in this picture, and she certainly made a hit with all the boys. The story goes something like this: Constance Morris' sister was in a school. She ran away and went to New York, where she found her sister singing in a burlesque show. This nearly broke her heart, but all is well that ends well. When the show ended, Constance and her sister were singing with a Mr. Hale, who had opened a new show, and had given them parts.

Items of Interest

By Arlon McLean, 9th Grade

Mrs. Hawfield and her first grade

boys have been decorating their room with pictures of Jesus. They have also used red fringe, chains of crepe paper, bells, fir trees and pictures of Santa Claus. They have a wreath above their blackboard. On the board may be seen "Merry Christmas" in large red letters, also a winter scene, showing boys and girls playing in the snow. There are many other interesting things shown to remind one of Christmas.

In this room is a scene showing the birth of Christ. Here we see the three wise men, the shepherds, angels, the Virgin Mary and Joseph, and the Baby Jesus in the manger.

The third grade boys have decorated their room very nicely with bells and Christmas pictures. They have made some calendars to send home in their next letters.

Mrs. J. C. Baucom, who is in charge of the library, has decorated it with a miniature scene of the Birth of Jesus in Bethlehem. There are the wise men, three angels, some sheep, a camel, a donkey, and Joseph and Mary, the mother of the Christ-Child, standing by the manger, where the baby Jesus lies.

This scene is placed on a table in the center of the room where all the boys can see and enjoy it. It is a very impressive scene.

B. T. U.—Intermediate Group

By Gerald Johnson, 9th Grade

Last Sunday afternoon the groups assembled in the auditorium and sang "Silent Night" and "There's a Song in the Air." We also had a song, entitled "Up on the House-Top," by a group of first grade boys. We then listened to a talk by Mr. Perry, after which we went to our classes.

In the intermediate group we opened our program by having the roll call. The parts were then given as follows: George Guyton gave the first part, entitled "What Think Ye of Christ?" The second part, entitled "Believers Find Peace," was given by Robert Lee. The third part was entitled "Our Vital Verse," and it was given by Gerald Johnson. The fourth part, "A Successful Minister," was given by Charles Shore. "Belief Changes People," was the title of the last part. It was given by Ralph Gibson. George Guyton dismissed us with prayer.

A Christmas Prayer

By Harvey Leonard, 9th Grade

Dear Heavenly Father, as the day of our Saviour's birth approaches, may we offer our gifts of love to you. As we humbly bow before you, may we receive thy blessings of love. We do not have gold, frankincense or myrrh to offer Thee, O Lord, but our love from the bottom of our hearts may we pour out at thy feet as a token of our thanks for the Saviour who was born to save the world. May we be filled with the Holy Spirit and thy true love, and may we enter thy kingdom at the last and live in thy love for evermore. All this we ask in the name of the Saviour who died to save a sad and sinful world. Amen.

Christmas

By Harvey Leonard, 9th Grade

Christmas is celebrated to remind the world that a great and ideal per-

son was born. Lying in a manger, wrapped in swaddling clothes, he entered the world to save it from sin, That day is celebrated as Christmas, the birthday of the King. The three wise men came and knelt before the babe in the manger and presented unto him gifts of gold, frankincense and myrrh. God's angel warned the wise men to return to their homes another way because Herod sought to destroy the babe if he found him. God gave His Son as a gift to the world, that men might be saved from Satan's hands. Christmas is a time to thank God for His mercy to the world and to offer Him gifts of love from our hearts.

Christmas Customs in Many Lands

By T. L. Arnett, 9th Grade

There are many different customs in different lands. The old English customs were very much like our own. They started celebrating on the 16th of December and continued for as much as 12 days after Christmas. They hung bells on their legs and feet and they put masks over their faces. Every house had a bowl filled with cider, as it was a sign of "good health."

They have different means of celebrating Christmas in the Northern lands. They have a little straw goat as a reminder of the last grain of harvest, and in many parts of the land, they give the cows and hogs and other animals special feed, and the birds find grains of seed placed on posts outside the windows. Cakes or loaves of bread in the shape of a boar's head, would recall the fine things to eat in olden days. Some people rode in sleighs on which were placed bells that would jingle. After they would worship at church, the people would rush home, and the first to reach there were supposed to be the ones who would reap their grain early in the coming summer.

Germany has a different way of celebrating Christmas. The festival usually began on Saint Nicholas Day. Many weeks before that day they sell sweet things on the streets. They usually close for three days, that is, the day before Christmas, Christmas Day and the day after. They are called "boxing days." They get those names because boxes containing presents are given on those days. Besides the Christmas trees, there may be found a manger to represent the birthplace of Christ. The German songs are much like ours, such as 'Holy Night" and "The First Noel." In some parts of the country both the people and their cattle fast the day before Christmas, and then enjoy hearty meals after the midnight service.

Christmas in Belgium and Holland is devoted almost entirely to church services and quiet family gatherings. They gather together and sing Christmas carols. The men carry a pole on which gleams a bright star. They hang up stockings and put out wooden shoes. While the children sleep, St. Nicholas fills their shoes and stockings with gifts.

The Christmas season is really a festival season in France. They display toys and sweets but the Christmas trees are still rare. On Christmas Eve the children expect the Christ-Child or Father Christmas, who looks much like Santa Claus. A party is given on the twelfth night.

In Poland and the Balkan countries Christmas is not merely the Saviour's

birthday festival. The people feel that the Christ-Child is actually born each Christmas, and they leave an empty chair for him at the table and before the fireplace. In many places they put straw on the floor of the stable to represent a manger. They believe in the Yule log. They say they will have the best wheat and other grain, and that their house will not be burned if the Yule log is placed on the fire. Some say if this is done, they will have the best of oxen, sheep and cattle.. In greeting each other, one person says, "Christ is born," and the other replies, "Christ is born, indeed."

In Italy and Spain Christmas is more of a religious festival than it is in Northern Europe. The children usually recite many poems and songs. They also use many fireworks. The two countries differ, however. The Italian children recite poems or speeches. In Spain it is more of a carnival night. The children dance and sing pretty songs, and the young men and women play guitars and push through the crowds to the lighted shops. The Spanish children receive many gifts.

Mexicans are much like the people of Spain, and they observe Christmas as a religious festival. Mexican children receive their gifts on January 6th. They have many different games.

South of the equator, in Brazil and Argentina and Peru there is no snow or ice or wool-clad Santa Claus at this season. Their Christmas is like midsummer. However, there is cold weather for Christmas in Buenos Aires.

And now for Bethlehem and how Christmas is celebrated there. On Christmas Eve in the little town of Bethlehem, a long procession winds through the narrow streets. At the head of the line march priests and acolytes, and they are carrying candles. They carry a cradle in which is a figure representing Christ. The ceremony closes when they lay their hands upon Christ.

Christmas in America is kept very sacred. We go to church on Christmas and hold sacred ceremonies. The children hang up their stockings on Christmas Eve, and get them filled by Santa Slaus. We have a Christmas tree and that is something which many countries do not have. We sing many beautiful Christmas carols and give gifts.

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The barbers in some war-plant areas are said to be charging more for shaves. They state that owing to loss of jobs many of their customers' faces are longer.—Sunshine Magazine.

HISTORY OF STONEWALL JACKSON TRAINING SCHOOL

By S. G. Hawfield

There is being prepared a history of the Stonewall Jackson Training School Since the School has been in operation over a period of approximately thirty-six years, the preparation of this historical sketch involves a considerable amount of investigation and research. Later on, the history will be published by the North Carolina Historical Commission. Already five chapters or divisions of the School's history have been completed, and the plans are to print these in THE UPLIFT, our local magazine from time to time.

The chapters which are complete are as follows:

Introduction.

Chapter I. Development of the sentiment for a training school in North Carolina.

Chapter II. Legislative enactment creating the Jackson Training School, and subsequent amendments.

Chapter III. Purpose and function of the Jackson Training School, past and present.

Chapter IV. Early beginnings of the institution.

Chapter V. Organizational set-up.

Chapter VII. Population statistics and related facts.

Chapter VIII. Financial Statistics.

Chapter IX. A Description of the School Plant or Facilities.

(Continued From Last Week)

CHAPTER IX (Continued)

A Description of the School Plant or Facilities

5. Recreational Buildings

Situated between the Fifth Cottage and the Roth Building is the Latham Pavilion, which was erected in 1924. This structure was the gift of the late J. E. Latham, of Greensboro. It is a one-story, decagon-shaped building, with rock walls and slate roof. Underneath are a storage room for band instruments and two separate rooms containing lavatories and toilets. The pavilion is designed for outdoor band concerts.

There is a fine indoor swimming pool at the Training School, and the funds for erecting same were procured in this manner:

In August, 1938, a gift of $18,838.06 from the Cone family, of Greensboro, was supplemented by a PWA grant of $18,685.00 and State funds amounting to $9,350.00. These funds were grouped together under one project—PWA Docket N. C., 1387-F.

The exterior measurements of the swimming pool building, erected dur-

ing the fall and winter months of 1938-1939, are 50 by 100 feet. The equipment consists of a filtration system, air-conditioning units, and the water may be heated for use during the winter months. This building is adjacent to the gymnasium.

The swimming pool itself measures 33 by 76 feet, and the water at the deepest point is 12 feet. It is constructed of white terrazzo tiling, which, when filled with water, makes a beautiful appearance. The pool will comfortably accommodate from 75 to 100 boys at a time. It is marked with properly spaced lanes for holding regular swimming meets, and is also equipped with a standard diving board.

The 1937 General Assembly appropriated $27,500.00 under Chapter 296, Permanent Improvement, Code: 1429, for the erection of a gymnasium at the school. This building was erected during the summer and fall of 1938. It is located between Cottage No. 15 and the Indian Cottage. This gymnasium is constructed of brick walls, and built-up tar and gravel roof.

The exterior measurements of this structure are 90 by 100 feet. Within the building there are three playing courts, one of which is of regulation size,48 by 75 feet, and the two smaller courts measuring 20 feet 9 inches by 36 feet each. The roof is supported by steel trestles which provide ample playing height.

Along one side is a full-length spectators' balcony, capable of seating approximately 250 persons. In addition to this there are available portable bleacher seats which provide seating space for 150 people.

6. Health Service Building—Infirmary

The 1937 General Assembly appropriated $25,000.00, under the Permanent Improvement Fund, Chapter 296, Code: 1429, for the purpose of erecting and equipping an infirmary.

The infirmary was built in the summer and fall of 1938, and it is located between the Swink-Benson Trades Building and Cottage No. 12. This is a one-story fireproof structure and the exterior measurements of the main part are 43½ by 118½ feet, with an additional wing for a ward, measuring 19 by 32½ feet. The floors are inlaid composition, placed on a concrete base.

This building has the following facilities and equipment:

1. Large reception room.
2. Twenty-five beds.
3. Quarantine section for ten patients.
4. Two wards.
5. Matron's quarters — room and bath.
6. Nurse's quarters—two rooms and bath.
7. Operating room (for minor cases.)
8. Large kitchen, for preparing trays and meals for patients and attendants.
9. Officers' dining room.
10. Dental clinic room.
11. Steam-heating plant, with stoker feed.
12. Medical supplies for first-aid purposes.

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Character must be kept bright as well as clean.—Chesterfield

THE LITTLE BOY WHO STAYED AT HOME

By LeGette Blythe, in The Charlotte Observer

Obadiah dumped an armful of fresh straw into the corner of the stall, poured from the leather bag a heaping half-omer of grain into the manger. Then he looped the end of the little donkey's halter rein around the gnarled cedar post that helped support the huge slab of stone that formed the roof of the cave stable.

"There, Bongo, eat that, and your mangy gray hide will be bulging."

The small donkey sniffed at the grain, raked a long ear against the little boy's ribs.

"Go 'long, Bongo; I can't do it now. If I haven't time to go with the caravan down into Galilee, I certainly have no time to stand here and scratch your scraggly back." He whacked a shubby brown hand affectionately against the donkey's flank, and retraced his way out from the stall and down along the corridor to the doorway that opened in the hillside behind the inn.

The inn of Gabbatha the Galilean stood back a little way from the dusty road that came up to Bethlehem from Hebron and continued northward the six miles to Jerusalem. Over from the inn was the well, and here for days now camels and pack-asses had tramped the soft dust of heavy travel into a mire of sticky, clinging mud. Opening upon the well was a stockade that ran back to end against the hillside at each side of the door into the cavern. It afforded a safe place in which to keep the cattle and sheep against an occasional bold wolf or vicious dog. Close against the inn, too, its smells did not add always to the pleasantness of a stay at Gabbatha's hostelry, particularly upon warm nights or nights such as these when a crowded inn meant likewise a crowded stockade.

Ten-year-old Obadiah had wanted very much to go with his father and the other Galileans who had started a week ago northward toward their native regions in the vicinity of the little Sea of Galilee. Gabbatha had promised the boy that he could make the trip and until Jephthah, who helped at the inn, in searching for a lost lamb one night had fallen into a dry wady and broken his leg, he had planned to take Obadiah along. But the trip to Galilee could not be postponed, and because of the throng pushing daily into Bethlehem, it was necessary that Obadiah remain at home and help old Bethuel with the entertainment of the guests at the inn.

All Palestine was on the move these last days. There was a reason. From Rome had come the command to Cyrenius, the Governor of Syria, and from him they had been relayed to foxy, loathsome old King Herod that everyone should return to his birthplace and be listed for taxation. Augustus was needing new revenues to carry forward his ambitious projects, and old Herod was always demanding more money for transforming Jerusalem from a city of brick as he put it, to a city of marble.

No one dared disobey the command from Rome. So Gabbatha, who years

ago as a young man had come to Bethlehem from Galilee, had now started back to be listed at Magdala, and his camels and pack-asses had joined in the great churning of the dusty roads of Palestine. Nor did anyone know what the cost of these would be. Enough, all Palestine agreed. But the Eagle of Imperial Rome and his hireling Herod were not to be flouted.

Obadiah knew little of all this, though he had heard much talk, and he cared little. To him Rome and Augustus were a world away, and he had never even seen the gouty and lecherous old Herod. To him the trip to Magdala was to have been adventure. Seeing strange places, pushing down the mountains into Galilee, wading small swift streams, or crossing here and there a dry wady, eating around campfires, listening to exciting talk, tenting at night under the solemn bright stars.

"I'm sorry that you must remain here," Gabbatha had said. "But when I return, you can go to Jerusalem, my son, and perhaps some time you can journey to my native Magdala. Or even, who knows, to Rome or Athens."

Obadiah had been respectful, and had tried to conceal his disappointment. But he had felt a bit rebellious nevertheless, and now that his father had left and Jeptha could do nothing, the tasks that old Bethuel was putting upon him were almost more than a ten-year-old could manage cheerfully. There was water to be drawn for the camels whose stomachs had no bottoms, there was charcoal to be carried into the inn for the heating of water for the baths of the guests, there were camels and pack-asses to be turned into the stockade and fed, or their feeding to be seen to, which was almost as much work, considering the worthlessness of the camels' boys. And there were floors to be swept and rooms to be tidied. And tasks in the kitchen. Baking loaves, and cleaning fish, and filling the wine-skins, and helping with the serving.

Bethuel, counting out by candlelight after the guests had taken to their beds, the shekels and denarii and drachmas paid to him during the day, would rub his hands and smile as he thought of the praise he would receive upon Gabbatha's return. But little Obadiah ben Gabbatha thought only of the journey he had missed.

And, now, having put up Bongo for the night, he returned to the inn, for soon the shadows would be pointing long across the Judean hills and the guests would be clamoring for the evening meal. These sons of Israel well knew how to make an uproar, and with every room to the inn filled to overflowing, their demands would likely keep old Bethuel shuffling on his thin old legs long into the night. Even Bethuel's patience might come to an end, despite his relish of the sounds of denarii and shekels and drachmas clinking together in his leather bag.

When at sunset a stocky Hebrew, weary and dust-covered and worried, rattled the brass hasp on the inn's front door and asked admittance, Bethuel did speak a bit rudely, Obadiah thought. "There is no room in the inn," he had said, and had started to close the door.

But the stranger was not to be turned away so readily. "Only a mat upon the floor in the corner will serve," he had said, appealingly, as he wiped the back of his gnarled fist across his

eyes. "We have come far and my wife is ill; we can go no further tonight, my brother. Just a corner somewhere for my wife. She is utterly exhausted; she can go not another mile." He hesitated, seeing Obadiah standing back in the shadows behind Bethuel. "She is—" He leaned forward, whispering.

"I am sorry," said Bethuel, when he had ceased speaking. "But there is no place in the inn. There are already too many guests for properly serving them. Now at Jerusalem—"

"I have come by way of Jerusalem —around the city to the west along the way that turns off the Damascus road at the Damascus gate and comes along outside the wall past Jaffa gate. Everywhere the inns are crowded. And were there rooms, my wife cannot make the distance to Jerusalem in her condition."

"Perhaps a tent—"

"But we have no tent, my brother. There are no packasses. There is but the one upon which she rides. I have made the journey on foot. Nor is it of my choosing. Were it not for the decree of Caesar—"

"Yes," replied old Bethuel, a bit testily. "That is why we have such a press at the inn. They come even from as far as Galilee."

"We come from Galilee," said the other. "I have walked all the way, leading the animal. We can go no farther."

"My master who owns the inn is a Galilean. He is now returning to Magdala. And to what city are you journeying, my brother? Hebron, perhaps?" Bethuel, Obadiah observed, was recovering his manners.

"I am a native of the city of David, my brother, though now my home is at Nazareth, where I engage in the trade of carpenter. Can it be that there is no room in all Bethlehem for us?"

"I am indeed distressed, my brother," Bethuel answered. "But the inn is filled, and they have all paid their money—"

"And the Judean night comes sharp and cold—"

"Yes, I wish there were some place"

"And I have the money." He fumbled under his robe, brought forth a bag. Then, or so it seemed to Obadiah, he raised his head a bit higher. "My wife and I are coming home, my brother. I am Joseph; she is Mary. We are both of the House of David."

"Peace be with you," murmured Bethuel.

"And with you, be peace," the traveler replied.

Little Obadiah pushed past Bethuel, confronting the stranger.

"I am Obadiah ben Gabbatha," he said. "My father owns this inn. He has gone down to Galilee to be listed, as Bethuel has said. He would not wish you to be turned away. I have no bed myself while there is such a press of guests, or I would give it to you. But Bongo has. He has a nice, warm place, and it is clean."

The tired lines in Joseph's dusty face relaxed. "Who is Bongo, my boy?"

"Bongo's my donkey, sir. His stall is in the stable cave behind the inn. Would you like to see where he stays? It would keep you from the night air. And I could carry the food out to you, or you could come into the inn and eat."

"You are a hospitable lad, my boy. Let us go and see the place. My wife

is much spent. She greatly needs rest, and quickly."

The woman was sitting upon the low curb of the well. Obadiah could hardly see her face, for she had wrapped a shawl closely about her head for protection against the dust. But he could see that she was very young and he supposed she must be beautiful, for he could catch the warmth of her smile and the softness of her voice.

"There is no room for us in the inn," her husband had explained, "but this fine lad offers us his donkey's stable. With some fresh straw, my dear, we may be able to make you comfortable."

Obadiah loosed his donkey and tied him in the corridor outside. Then he and Joseph piled armfuls of clean straw upon the floor and made a larger pile in a corner. "Now I'll go to the inn and fetch some hot water and a towel," said Obadiah, when they had finished. "That will refresh you from the journey. And then I will see to your supper."

"Nothing would be more welcome than a basin of warm water, some soap, and a towel," said Mary. "You are a most obliging young man." And now, the shawl thrown aside and her round, smiling face exposed, he could see that she was indeed a beautiful young daughter of Israel.

When he brought the water and soap and towel, she bathed her face and hands, and Joseph removed her sandals and sponged her tired, dusty feet. Then Joseph poured water from the pitcher and bathed himself.

"It is growing dark in here," Obadiah ventured. "I'd best go and fetch a lantern. You can hang it here on this nail, and there will be no danger of the straw catching from it." He pointed to the nail in the cedar post. "This is where I always hang it." When he returned with the lantern, he brought also a pan of charcoal against the chill of the night.

"You will make a most hospitable host when you succeed your father as master of the inn," the young woman said to him. "Even now you are one," she added, smiling again and showing her pretty white teeth, her full red lips.

Later when Joseph came into the inn for his food, Bethuel inquired of his wife. "She is comfortable now, I believe," replied Joseph, "though I perceive that her hour cannot be much longer delayed. She would have me fetch her nothing to eat, and the pains are growing nearer together." He moved closer to Bethuel, lowered his voice.

"Jonas was expecting to come in from the fields to administer to an ailing sheep," said Bethuel, when Joseph had ceased speaking. "I can send him for her then, though I cannot assure you she can be found on so short a notice, my brother. There is always a demand for her services. But sit you here and eat and quickly I will prepare a warm broth for your wife; it will strengthen her for the ordeal. And while you eat Obadiah will run to the field where the shepherds are minding their flocks, and he will seek out Jonas and send him quickly to me." He called to Obadiah. "Run, my lad, and find Jonas; I think he is in the nearer field, likely about the campfire, doubtless telling for the truth some imagined adventure, or else asleep before it, and tell him to run, and come quickly to me, that the mission is urgent, and that I wish him not to dally."

By now the quick eastern night had engulfed Judea and even lay thickly upon these upland hills about Bethlehem, and the path toward the nearer field where the sheep grazed by day was crooked and strewn with many a loose pebble, and occasionally a wolf was known to prowl down from the hills. But Obadiah knew this path by night as by day, for often he had stolen along it to spend an evening around the campfire with the shepherds, listening eager-eared as they told of battling wolves and even lions and sometimes robbers who swept down from their fastnesses upon unwary travelers.

Tonight, though, he was weary, and would have preferred to stay at the inn. "Not only have I missed going upon the journey with my father to Galilee and the city of Magdala on that pretty Sea of Galilee," he said to himself, and rebellion surged upward, "but I also have to work like a slave. And now I must run through the night to find old Jonas to go on a mission for Bethuel." But then he thought suddenly of the sweet young woman lying there upon the straw in little Bongo's stall. The mission somehow concerned her. And that made everything different. She had talked gently to him, had been so appreciative of his small favors. Her husband had said they were of the House of David. It was not difficult to see that she, though poor and unpretending, was of the aristocracy, the aristocracy of the great and pure in heart.

And her husbond, too. Yes, it was evident that he had little money. He had offered Bethuel no bribe, no extra payment, to find him a room in the inn. His clothes were of the common homespun of Galilee. He had walked the long way southward from Galilee, leading the small pack-ass upon which his young wife had made the uncomfortable journey. Yet Joseph had been kind and courteous and in his rough, unpolished way had even been gentle, especially to his wife. Perhaps the young King David, of whom he had heard his father and grandfather and countless others in Judea speak, had been short and swarthy and tough-sinewed, too, for had he not slain the great Goliath with only his simple little sling, and had he not also been gentle like this bearded Joseph of Nazareth? They were of the house and lineage of the great king. Yes, Joseph had told Bethuel, and he had believed it. And now the little wife was ill and Joseph, far from home and friends, was distressed about her—and depending upon him.

Yes, he would gladly run and find Jonas.

And now, as he crossed the dry wady into which Jephthah had fallen and broken his leg on a night like this, and climbed the rise and started toward the campfire over against the slope of the hill, he sensed a lightening of the skies, as if a fire had sprung up behind him there in Bethlehem; and turning his head as he ran, he beheld a bright shining star hanging high in the sky above the sleepy little town. He stopped, looked intently. Had he seen it there before? He could not recall having seen it, though often he had studied the stars, and sitting with the shepherds had listened as they talked of the various constellations that formed, so they said, the outlines of animals and warriors and great hunters, though he had been hard put to make them out.

No, he did not remember having seen the great star before. And as he looked, it seemed to grow brighter, and draw nearer, and hang above the inn of his father Gabbatha, even above the cavern stable. And the star seemed to swell and grow brighter, until it warmed him and soothed him and beckoned him.

And presently, as he became absorbed in his contemplation of the great glowing bright star, the black mantle of the night appeared to be lifting from his shoulders, and turning now to look toward the place where the shepherds had pitched their little camp for the night, he saw the campfire fading and growing dim beneath the spreading strength of the heavenly light.

Little Obadiah was frightened, and he ran swiftly toward the shepherds, whom he could see lounging about the flickering fire, some of them apparently asleep upon their backs, some curled in a little knot, absorbed perhaps in a tall tale. And the fading light of the fire flickered upon the soft backs of the sheep sunk sleepily together in a white mass over beyond the shepherds.

Now as he ran the light grew brighter, and the shepherds, perceiving that something strange was coming upon them, sat upright, and some sprang to their feet; and those that had been dozing began to awaken and look about them with wondering, frightened eyes. The sheep too, sensing the fear of the shepherds, began climbing upon thin legs to push against each other and bleat pitifully.

Then the light overspread them and out of the light came a soothing gentle voice that calmed the shepherds and the sheep and little Obadiah. "'Fear not," said the voice, "for behold, I bring you good tidings of great joy, which shall be to all people. For unto you is born this day in the city of David a Saviour which is Christ the Lord." All at once, in the twinkling of the great star hanging high above the little city of David, his ancient home, it came to him. Now he was no longer afraid. It had to do with the gentle young woman. The whisperings of Joseph and Bethuel, the fatigue of Mary who could go no farther that night, all these things were somehow related. Yes, it had to do with those two strangers, those children of the great king who had lived centuries ago in that same little sleepy village across on the other hill.

But the voice was still speaking, or was it only the glory that was lifting him: "And this shall be a sign unto you; ye shall find the babe wrapped in swaddling clothes, lying in a manger." And now the light lifted and spread and enveloped the field and the shepherds and the sheep, and the little boy heard wondrous music, more melodious even than the music that poured at times from the portals of the great white marble temple upon Mount Moriah in Jerusalem. He knew not from where the music was coming. It must have been a choir of angels, so sweetly it sounded upon the inner ear of his swelling little soul, and it told in majestic tones of a new era of peace, a new day of love to all God's children who should will it so.

Now the tumultuous singing in his soul began to lose volume and die away and the heavenly light lifted and the darkness began to flow in again, and the campfire brightened, and the sheep sank again toward sleep. But never more, Obadiah knew within himself,

would the music completely vanish into silence and the white light be lost in blackness.

"What was it, indeed?" asked Enos, when they had recovered themselves somewhat.

"Yes, what was it? Whence came the voice?" said old Reuben, who had seen many things in his long day.

"It was the voice of an angel," declared Hadrach. "It must have been. Let us follow its admonition, and go into Bethlehem and search for the babe of which the voice spoke."

The other shepherds, Obadiah saw, appeared to be coming forth from a daze. He could see Jonas, across the fire, rubbing his eyes. He had come to fetch Jonas. But now, he knew in his heart, there was no need to give Jonas Bethuel's message. The round-faced, dark-eyed girl back there in Bongo's stall, the little boy knew, had overcome, had won over her troubles, whatever they had been. She had triumphed. She no longer needed him or Bethuel or old Jonas.

"I know the way," he said, quietly, and the shepherds, strangely but with never a challenging word, left their flocks and started with him toward Bethlehem on the hill beyond the dry wady into which Jephthah on another night had fallen..

So they came after a while to the inn and they passed on into the stockade and through the cavern's mouth and along the corridor, past little Bongo still tied outside his stall.

The lantern threw a pale light. The shepherds, hesitant, stood back from the doorway, their staffs still in their hands. But Obadiah slipped inside, stood against the wall near the door. .

Mary, lying quietly and relaxed upon the straw, saw him. She was very tired, Obadiah could see by the flickering rays of the lantern, but she smiled bravely. "You want to see my baby?" she asked.

"Bethuel sent me for Jonas in the field beyond the wady," he started to explain.

"Yes," she said, and her smile was warming. "Joseph told me that you had gone. You have been so kind." The fatigue showed in her voice. Joseph, squatting in the straw beside her, rubbed the back of one tiny hand with his coarse bronzed fingers.

"There was a great light, and voices," Obadiah began again, hesitantly, "and a bright star. And the voice said that in Bethlehem the Messiah of Israel was born. And I—I knew we would find him here. I—"

"Yes, my boy," said Mary, and her voice was ineffably sweet, Obadiah thought, "I can understand, for I too heard a voice and it told me that this poor handmaiden of the Lord would become the mother of the Son of God. And praise be to God the Father——" her voice was much firmer now, and it had a majestic ring, "the will of God is accomplished." For a moment she was silent again and little Obadiah and the rough shepherds of the country-side, watching her and listening intently, thought they had heard and seen a flash of that heavenly pagean-
and the glory of her voice.
try of the hillside beyond Bethlehem
in the majesty of her countenance

But now as suddenly as it had come, the moment had fled. Now again she was the sweet young Israelite girl who had come that day, tired and haggard and almost spent, to little Bongo's stall, though transformed and glorified through the miracle of mother-

hood, so that looking upon her they would all have fallen upon their faces had not her smile held them. And then she spoke, and now she was a simple young mother of Israel.

"Of course, Joseph," she said, "They have not come here to see us. Get you up and take the lantern and hold it that they may see him. He is over there, my lad, in your donkey's little manger. Is it not a cunning cradle?" And as Joseph lifted the lantern from the nail and held it above the child, her voice was overflowing with the pride that her heart no longer could contain. "And tell me, is he not a beautiful boy?"

———:———

A PRAYER FOR ALL

Oh, Merciful God, forgive small talk—for talk:

That is unbrotherly about our friends;
That is untrue about our enemies;
That is unbridled and can never be recalled;
That is unchaste and defiles life's lovely ways;
That is unmerciful toward others when Thou art so merciful toward us.

But help us:

To know that small talk is the product of empty minds;
To drive from our consciousness meager thoughts, replacing them with eternal truths;
To see within ourselves that which we dislike in others;
To open our eyes to the beauty of life and man's goodness beneath his rough exterior;
To "be kindly affectioned one to another with brotherly love";
And to "live peacably with all men."

—Rev. Wallace Friddy.

SEEKING FOR BURIED TREASURE

(The Speakers Library)

Mankind has always sought hidden treasure, since the day he was first able to appreciate treasure at all. The ancients, long before the day of recorded history, sought for treasures of flint and other workable stone, they doubtless cast aside as worthless the nuggets of gold that happened to hinder their search for flint. Later generations as impatiently cast aside the flints that hindered their search for gold. Each sought the mineral of utility to himself. The lure of hidden treasure brought the Spaniard to the Western Hemisphere, it led to the discovery and exploitation of all Central and South America and a large portion of North America. In many cases this search for treasure led but to the grave, the gold that the explorers sought was not there in the form that they expected.

The lure of buried treasure is still with mankind, it is the motivation of the explorative expeditions that have excavated the history of ancient peoples, of Egyptian, Babylonian, Assyrian, Greek and Roman civilizations, in the Old World, and of the Inca, Mayan and Toltec civilizations in this country. Treasures have been relatively scarce, but the added knowledge of the history of nations now vanished has added immeasurably to the sum total of human knowledge and has brought fame to the explorers who were seeking, primarily, wealth. This is a strange characteristic of hidden treasure, that the search for it frequently reveals other riches of whose very existence we were ignorant.

The legend of the buried pot of gold was one familiar to the Roman school boy, it was one of the reading lessons for him, yet its truth is as valuable today. This is the story of the father who died and, dying, told his sons that there was a pot of gold buried on the farm but did not reveal the location. The boys dug up the farm from end to end but, being thrifty as befitted the sons of such a father, they planted where they had dug. When fall came they had not found the pot of gold—but they had reaped a bountiful harvest—and they understood what their father had meant when he told them there was gold buried on the farm.

"Full many a gem of purest ray serene,
The dark, unfathomed caves of ocean bear;
Full many a flower is born to blush unseen,
And waste its fragrance on the desert air."

There is hidden good in everyone with whom we come into contact. Is our method of approach such that we bring the good or the bad to the surface? There are men and women in life who are a joy to meet, whom we delight to be with at all times; they exalt us, they inspire us to greater achievement, they bring out the best that is in us. They are the ones who bring to light the hidden jewel of which Gray speaks, they bring the blushing flower to civilization where its fragrance is appreciated.

We are far too prone to be absorbed with our own troubles, with the petty annoyances that life inevitably visits upon us, to discover the good in others. And have you noticed how surely you receive what you give in this life? If you approach the world with a frown and a gloomy disposition, the world will return you frown for frown. On the other hand, though fewer people try the experiment, even the frowner will return you a smile, grudgingly at first, perhaps, but with increasing friendliness, if you approach him with a smile. Bad humor invariably yields to insistent good humor.

There is a homely old negro proverb that says: "You can catch more flies with molasses than you can with vinegar" that is full of truth. If we went about looking for the good, the hidden treasure, in our friends and acquaintances, instead of approaching them with the expectation of ill humor, we would be surprised at the results. There is no man in the world so bad that no good can be found in him if the effort is made. Several years ago one of the most terrible catastrophies in the annals of American penal history occurred in an Ohio penitentiary. Murderers, thieves, all manner of criminals were housed there. They were sullen and rebellious, they had threatened their guards and would have done them injury had the opportunity presented. Yet, when they saw those same guards, in danger of death from fire and suffocation, they risked, and gave their lives to save the guards as well as fellow prisoners. One convict, with several murders and brutal robberies on his record saved two guards and ten fellow convicts before he himself succumbed to the fire and smoke, giving his life that the state had considered worse than useless, to save twelve fellow humans, two of them, at least, men he had reason to believe he hated. Who will say that there was no good in that man?

There is good, hidden treasure, in our fellow pilgrims along life's road, if we will but take the trouble to find it. And there is another strange fact about his seeking of treasure in others; in seeking for it in others we will unconsciously find it in ourselves, for the good that is in us will respond to the search, it will answer the call of the good in others. We thus develop the best that is in us and in the world, and we make the world a better place in which to live and we make our own lives better and more satisfactory, even to ourselves.

Psychologists tell us that anything is possible from within, religion teaches that anything is possible to those who believe sincerely. Thus psychology and religion are again proven in unison in another great truth of life. There is power undreampt of within us if we will but use it—power to achieve, power to make us richly happy, power to reach unimagined heights. We cannot tap that power by pessimism, just as we cannot arouse good in others by ill will. It can only be aroused by determination, by concentration, by faith in our own ability to attain our ends. It is axiomatic that we cannot find what we do not seek, we certainly will not tap the hidden treasure within if we expect failure, if we maintain a pessimistic attitude toward life, if we believe that we are failures we are failures before we start. If, on the other hand, we know that we harbor the power to succeed, if we appreciate that there is the ability within us to achieve, we will devel-

op that ability from the germ of success planted within us by the Almighty, watering it by our own confidence, fertilizing it by our search for good in others, until it blossoms forth a mighty power, accomplished and full blown, in all its glory. Burns held the secret in the last stanza of his immortal poem, "A Man's a Man for A' That":

"Then let us pray that come it may,
As come it will for a' that,
That sense and worth, o'er a' the earth,
May bear the gree, and a' that.
For a' that, an' a' that,
It's coming yet for a' that,
That man to man, the world o'er,
Shall brithers be for a' that."

———:———

A PRINTER'S REQUEST

The following was written by John H. Curtin, printer-humorist, of Sacramento, California, on his fiftieth birthday anniversary, May 5, 1945.

When I shall die, without much fame . . . or shame, just plant a tree and, near it, plant my frame; for folks will come to rest there in the shade, and they will still amuse me—I'm afraid.

Let none feel sorry—save your tawdry tears. I'll have the kind of rest I've missed for years. I'll just stretch out and yawn and wait and see—how well the world gets on without much me!

There may be time enough to comprehend the love of "enemy" and hate of "friend." There may be time to learn the reasons why no goods have worth that goodness will not buy.

But if there isn't, then these thoughts will pass, while I remain . . . to fertilize the grass.

HUGE FORTUNES UNEARTHED

(Mooresville Enterprise)

Huge, hidden Japanese fortunes in diamonds and precious metals were scooped up by American occupation forces, who moved at the same time to stamp out one of Japan's great sources of wealth—the illicit narcotics industry.

Allied headquarters froze narcotics stocks in Japan and Korea and banned production of all narcotics-yielding plants, estimating by that one move cut off more than 90 per cent of the world's illicit narcotics traffic.

As a precautionary measure — possibly in view of the winter of cold and hunger facing the Japanese — American troops in a four day house to house search confiscated more than 20 truck loads of hidden Japanese arms and ammunitions.

More than $30,0000,000 worth of dazzling diamonds — largely government owned and many obtained through deceit of the Japanese people —were discovered in cheap, quart thermos bottles in a safety deposit box.

While investigators uncovered the rich find, millions of dollars worth of gold and silver bullion began moving in two and one half ton U. S. Army trucks under armed escort from the bomb-battered government mint to the Bank of Japan.

Allied officers found 103 tons of silver bars, which they valued at about $2,000,000.00, stacked carefully in a farmer's barn near Kasugai, 85 miles from Tokyo. The farmer, Kashiro Haibara, said the silver was sent to him from Tokyo to save it from loss during American bombings.

Another $1,000,000 worth of silver was found a few days ago, cached in an underground room near a machine shop at Haratsuku, about 100 miles from Tokyo.

———:———

THE FOOTLOG

I used to walk a footlog across a country creek,
It was a little shaky and somewhat old and weak.
I walked it in my childhood and held to daddy's hand
Until on the other side I placed my feet on land.
Through life I walk a footlog across the space of time,
Across life's fleeting birthdays to Eternity Sublime.
Some day I'll walk a footlog across a deeper stream,
Death's dark rolling river, beyond of which I dream.
And while I cross the river and hold my father's hand,
I will not fear the shadows of death cast o'er the land.
And when beyond the river I see my Saviour's face
And dwell there in the presence of Him who saves by grace,
I''ll praise Him there forever for holding to my hand,
Across the rolling river into the promised land.

—Mabel Parchman.

SUNDAY SERVICE AT THE SCHOOL

Rev. W. V. Tarlton, pastor of McGill Street Baptist Church, Concord, conducted the service at the Training School last Sunday afternoon. For the Scripture Lesson, he read Mark 12:28-34. As a text for his message to the boys, he selected the 30th and 31st verses: "And thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength: this is the first and great commandment. And the second is like, namely this, Thou shalt love thy neighbor as thyself. There is none other commandment greater than these."

Rev. Mr. Tarlton told his listeners that he wanted to talk to them about "The Great Commandment." He first stated that many people try to answer the question, "What is the most important thing for me to do?" and gave a number of replies which people might make, as follows:

(1) Many people emphasize good health as being of more importance than anything else.

(2) Another man would say that his most important task is to provide a good living for his family.

(3) Uppermost in the mind of another may be the thought of having a fine home in which to live.

(4) To make and defend a good name would be the answer given by another. To make a good name because of what we do, how we live—and then to keep it.

(5) Some might say that to be free is the greatest thing in life, and then point to the fact that millions have died upon the altar of freedom.

(6) Still another will tell us that to attain a high place in life is more important than anything else.

These answers given above, said the speaker are fine, but still they do not answer the question. The only true answer as to the most important thing for any person to do was given by the Master in the words of the text just read.

Rev. Mr. Tarlton pointed out that most any person we might approach would probably tell us that he believes in God and worships Him, and even think that he was telling the truth, since he might be one who attends church regularly. The greatest trouble in our religious organizations today is that so many people worship in the wrong way. They mean to do what is right, but the right way has not been properly held up before them.

As we read the text, continued Rev. Mr. Tarlton, we can readily see that the people back in the time the Master was on earth were confused as to the most important thing in life. They were sincere. They went to Jesus because he had the reputation of making good answers to various questions. He was known as an authority on the way of life. When these good people asked what they should do, Jesus gave them the answer as found in the words of the text—"Thou shalt love the Lord thy God with all thy heart, etc." He clearly pointed out that man's first duty was to love God, and the next was to love his neighbor.

If this commandment is followed out, said the speaker, men of all nations will become as brothers. There will be a beautiful spirit among men of all races. We hear much today about

post-war plans. There are many arguments among statesmen of different countries as to the qualities of this plan or that plan. The people of the world are clamoring for a lasting peace. We need no plans other than those laid down in the words of the lowly Narzarine, when he cited the two great commandments. If people all over the world learn to adhere strictly to those commandments, there will be no more wars, with the accompanying heartaches and suffering. A world organization founded upon ideas other than those laid down by the Master, will most surely callapse, and the world will again have to go through the terrible ordeals of brutal warfare.

Rev. Mr. Tarlton called attention to the fact that Jesus, in answering the question put to him, showed plainly that this love of which he spoke must reach out in three directions, namely: (a) To love God with all thy heart; (b) With all thy mind and all thy soul; (c) With all thy strength. If it is genuine, the love of God will make our lives beautiful and complete.

If we ask ourselves how this commandment affects us, added the speaker, we find that we must place love above law. We must pay more attention to "Thou shalt," rather than to "Thou shalt not." The things that we love, we become like. If we love the good and the beautiful things of life, our spirit will become that way. If, on the other hand, we love that which is mean and base, we shall surely develop into just that kind of a person.

In conclusion, Rev. Mr. Tarlton told the boys that he wanted them to remember that when we truly love God, we forget ourselves, and share our lives with Him. And that love alone is able to remove the barriers between men and cause them to live as brothers. If we fulfill these two commandments, we are truly God's children, and His spirit will direct the course of our lives.

———:———

BIRTHDAYS

In The Uplift, we plan to annouce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of December 16, 1945

December 18—Arlon McLean, Cottage No. 11, 17th birthday.
December 19—Phil Batson, Cottage No. 4, 17th birthday.
December 20—William Hawkins, Cottage No. 6, 12th birthday.
December 22—Donald Redwine, Cottage No. 3, 15th birthday.

COTTAGE HONOR ROLL

Week Ending December 9, 1945

RECEIVING COTTAGE

Robert Fogle
James Perkins
Garvin Thomas
Robert Trout
Charles Young

COTTAGE No. 1

George Cox
Horace Collins
Edward Hambrick
Robert Holbert
James Jones
Jack Lambert
Harry Thompson
Benson Wilkins

COTTAGE No. 2

Harvey Arnett
Louie Ashe
Walter Byrd
Fred Coats
Gerald Johnson
Donald Kirk
Chester Lee
William McVicker
James Norton
Knox Norton
Hayes Powell
William Phillips
Van Robinson
Russell Seagle
Paul Wolfe

COTTAGE No. 3

James Arrowood
Eugene Bowers
Joseph Case
Thomas Childress
James Christy
Hugh Cornwell
Joseph Duncan
Talmage Duncan
James Dunn
Lindsey Elder
Glenn Evans
Robert Jarvis
Robert Lee
Lawrence Littlejohn
James Maloney
Robert Peavy
Lloyd Purdue
Donald Redwine
Clifton Rhodes
Thomas Staley
Kenneth Staley
William Ussery
Clyde Wright

COTTAGE No. 4

William Arrington
John Fine
Herman Hughes
Hobart Keaton
W. C. McManus
James Parker
Ernest Turner
Edward VanHoy

COTTAGE No. 5

Woodrow Davenport
Connie Hill
Allen Hicks
James Little
Robert Wilkins

COTTAGE No. 6

Donald Branch
Coy Creekman
John Gregory
Clyde Hoffman
William Hawkins
George Jones
Nolan Morrison
Jerry Oaks
Robert Porter
Lewis Southerland
Charles Sellers
James Swinson
Leory Wilkins
James Walters
Bernard Webster

COTTAGE No. 7

Frank Belk
Charles Cox
Ralph Gassaway
William Jenkins
James Knight
Eugene Murphy
Edward McCall
Jerry Peavy
Hubert Pritchard
Paul Allen

COTTAGE No. 8
(Cottage Closed)

COTTAGE No. 9
Gray Brown
Thomas Corley
Conrad Cox
Raymond Cloninger
Kenneth Dillard
Ralph Gibson
Richard Johnson
Clifton Kerns
John Linville
Thomas Stallings
Eugene Peterson
Thomas Wansley
Frank Westmoreland

COTTAGE No. 10
Jesse Black
Ernest Bullard
Raymond Byrd
Thomas Cottrell
R. C. Combs
Jack Gleason
Earl Godley
Robert Hamm
James Hensley
Thomas Hutchins
William Lane
J. C. Michael
Edwin Peterson
Donald Stultz
Jack Williams

COTTAGE No. 11
Donald Bowden
Charles Bryant
William Faircloth
Fred Holland
Thomas Hyder
David Isenhour
Lee Lockerby
Edward Morgan
Leon Rose
Ray Shore
Ralph Tew
Martin Walters

COTTAGE No. 12
(Cottage Closed)

COTTAGE No. 13
William Black
Ervin Ewing
James Hensley
Robert Hobbs
Gilbert Wise

COTTAGE No. 14
William Lusk
William Lerschell
Clifford Martin
Charles Moore

COTTAGE No. 15
George Brown
William Correll
Jack Greene
John Green
R. V. Hutchinson
Howard Herman
Harvey Leonard
Marshall Lamb
Zeb Presson
Robert Roberts

INDIAN COTTAGE
Ray Covington
Thomas Chavis
Allen Hammond
Alton Hammond
Lacy Jacobs
Morrison Jacobs
Carl Lochlear
Weldon Lochlear

INFIRMARY
(No Honor Roll)

———:———

The tone of your voice is the keynote of your soul. Often how we speak hurts more than what we say. There is such a thing as a friendly tone. Try using it.

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DEC 28 1945

THE UPLIFT

VOL. XXXIII CONCORD, N. C., DECEMBER 22, 1945 No. 51

CHRISTMAS EVERYWHERE

Everywhere, everywhere, Christmas tonight!
Christmas in lands of the fir-tree and pine,
Christmas in lands of the palm-tree and vine,
Christmas where snow peaks stand solemn and white,
Christmas where cornfields stand sunny and bright,
Christmas where children are hopeful and gay,
Christmas where old men are patient and gray,
Christmas where peace, like a dove in his flight,
Broods o'er brave men in the thick of the fight;
Everywhere, everywhere, Christmas tonight!

For the Christ-child who comes is the Master of all;
No palace too great, no cottage too small.

—Phillips Brooks.

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S. G. HAWFIELD, Editor LEON GODOWN, Printing Instructor

CHRISTMAS CANDLE

I am the stub of a candle, a spent and apparently useless butt of blackened string and tallow. Yet I am proud, for my body and my substance were used in a glorious cause.

You see, I am what is left of the tall white taper that stood straight and slim on the church altar on Christmas Eve. My flame, bright and unwavering, symbolized to the worshippers the pure, white light of Christ's life. My flame was spread to the candles of the worshippers as they filed by me, even as the flame of Christ spreads to all men who come to Him for light and life.

A woman who was seeking safe passage for loved ones held her candle to me and I saw it light up. A crumpled young man seeking health held a candle to me and it caught and leaped into flame. A small boy who needed love and understanding at home reached up a grimy hand and I saw his candle light and glow with warmth.

Here the analogy ends; for I am inanimate. In giving light I became less and was consumed: there is not much left of me. Not so living man. He is a miraculous taper that grows taller and straighter with each lighting of the life of another.

So now do you see why I am proud, though blackened and spent? My light was for the moment a symbol of "the light of the world:" the life of Christ.

—Selected

———:———

THE PRINCE OF PEACE HAS COME

For many reasons Christmas is a wonderful season. In all of the Christian countries the event is celebrated as the anniversary of the birth of Christ, "The Prince of Peace," the "King of Kings." The season is marked by special religious services or pageants in churches and schools, by charitable deeds, the exchange of gifts and greetings, and by universal merry-making and rejoicing.

This year it seems fitting that the greatest emphasis should be laid upon the fact that Christ came into the world to bring joy and

peace and goodwill to all men. At this very hour, the leaders of the nations of the world are striving to formulate plans whereby people everywhere may dwell together in unity and brotherhood. The best efforts of great leaders are wholly dedicated to the task of keeping peace among nations. Christians everywhere should work, and pray and hope for peace.

God made the gift of His Son that men might be redeemed. It was almost two thousand years ago that the angels announced the coming of the Christ-Child. Times have changed; new customs have replaced the old, but still the angels' song remains the same: "Good tidings of great joy, which shall be to all men." It was true then—and is true today. The Saviour is born. The Prince of Peace has come!

The life and ministry of Jesus was short, but it was filled to the brim with good for all those who received Him. No books were left that were written by His hand. His burial place saw no elaborate marker. His followers were the poor and meek of the earth. Yet His birth, death and resurrection have been pivotal points in this world's history.

If the world needed a redeemer two thousand years ago, it needs one today even more. 'Tis easy to see that the world of today is shrouded in darkness, just as it was in the dim days of Herod's time. At this very moment there are vast storms of suspicion and distrust sweeping over the souls of men; the flood gates of hatred and malice have been thrown wide open; the spirit of vindictiveness and revenge ride upon swift steeds across the universe and out into the remotest corners; the breath of the monsters of uncertainty and apprehension is blowing fast and strong in our faces. At this fateful hour the human family is literally afraid of itself. The atomic age is too bewildering for human ingenuity. Strange indeed it is that we welcome in this manner this our first Christmas after the close of World War II.

In olden times people in their woes and distresses were filled with expectancy; in their hearts were hope and faith, for God, in His sacred covenant, had promised to send the Messiah. And when the songs of the angelic hosts resounded across the Judean hills, the hearts of the people were so thrilled that they echoed the melodies in the heavens.

Here in America, this should be our happiest Yuletide season. Our victorious armies have vanquished the enemies of freedom on land, on sea, and in the air. While many of the flower of our youth have perished in the conflict, many more have either returned to their homes or else they are homeward bound. Our fine soldier lads are entitled to hold their heads high with a deep sense of pride and honor. In a sense, at least, the "lights" have gone on again all over the world. In the hearts of many people in the nations that were crushed and subdued by the barbaric hosts of dictators, there is now new hope and joy.

Generally speaking, Christmas is the time when childhood is enthroned in the hearts and affections of men. Good Old Saint Nick, in his sleigh drawn by reindeer, makes his way across woods and fields, upon the housetops, and down through the chimneys. There by the firesides he fills the waiting stockings of good boys and girls. The supreme joys at Christmas are reserved for little children.

* * * * * * * *

A CHRISTMAS GIFT FROM BILL PEEDEN

A few days ago Bill Peeden, one of our fine boys, came back to visit his friends at the School. He spent the Sunday with Mr. and Mrs. Liske and the boys of Cottage No. 10, and they were all delighted, as always, to have Bill.

One of the fine things about Bill's visit is the fact that he is so thankful for all that the school did for him in other years. He said that his day's visit here the last time was the happiest day of his life. We always welcome such visits from our former boys.

Incidentally Bill left a gift of twenty dollars in cash to the boys of Cottage No. 10 to be used in purchasing a basketball, or a football or some other useful article. This liberal gift is deeply appreciated by everyone. Mr. and Mrs. Liske are proud of Bill Peeden.

* * * * * * * *

CHRISTMAS CHEER FUND

The Christmas season is again approaching, and throughout the history of the School there has been a Christmas Cheer Fund for the boys here. Generally the contributions to this fund have been

generous, and they have come from many devoted friends of the institution and particularly of the boys here.

This year our friends will again be given the opportunity to make their usual contributions, and we wish to assure them that in doing this they will bring much cheer and happiness to the boys who are here. The funds are always spent for candies, fruits, nuts, or some small useful gift. Our friends are urged to make donations this year as generous as possible because of the fact that all goods or groceries purchased from this fund will cost more this year than usual.

Below is a list of the contributors to date:

Joseph F. Cannon Christmas Cheer Fund	$217.87
New Hanover County Welfare Dept., J. R. Hollis, Supt.,	30.00
Durham County Welfare Dept., W. E. Stanley, Supt.,	15.00
Forsyth County Welfare Dept., A. W. Cline, Supt.,	10.00
"7-8-8," Concord,	25.00
Herman Cone, Greensboro,	25.00
Board of Commissioners, Anson County,	10.00
Watauga County Welfare Dept., Dave P. Mast, Supt.,	6.00
Board of Commissioners, Caldwell County	15.00
Board of Commissioners, Davidson County,	15.00
Juvenile Court, Greensboro,	4.00
A. W. Klemme, High Point,	5.00
Mrs. G. T. Roth, Elkin,	10.00
L. C. Harmon, Concord,	5.00
Samuel E. Leonard, Raleigh,	5.00
A Friend	5.00
Mr. and Mrs. S. G. Hawfield, Concord	10.00
Martin County Welfare Dept., Miss Mary W. Taylor, Supt.,	10.00
Mrs. G. W. Wise, Canton,	5.00
Board of Commissioners and Board of Public Welfare, Cumberland County,	15.90
Board of Commissioners, Cabarrus County,	20.00
Mr. and Mrs. J. E. Ferguson, Concord,	2.00
Bernard Cone, Greensboro,	10.00
Citizens of Charlotte, by Judge F. M. Redd,	100.00

LOCAL HAPPENINGS

Reported by Boys of the School Department

Items of Interest

By Robert Lee, 9th Grade

Mrs. Morrison and the second grade boys have decorated their room very nicely with snow scenes, Christmas cards which the boys have made, stockings, Santa Claus, and many other beautiful things.

The third grade boys have decorated their room with Christmas and winter scenes. They have Christmas trees, snow men, pictures of Jesus and Mary, and a large mural. There are four new boys in this grade.

Sports of the Week

By Barney Mills, 9th Grade

The Cottage No. 11 boys went to the gymnasium four times last week. They played Cottage No. 2 and lost by the score of 32 to 12; the Cottage No. 10 boys defeated them by the score of 56 to 12; they lost to Cottage No. 1 by an 8 to 7 score. Their only win was when they defeated Cottage No. 3 second team by the score of 17 to 11.

The Cottage No. 9 boys played a team from Jackson Park, the visitors winning by the score of 36 to 19. This was a very good game.

The boys are all looking forward to the Christmas holidays as they will be able to play in the gym for several days.

The boys of the Receiving Cottage and Cottages Nos. 1, 4, 9 and 10 went rabbit hunting last week. They accounted for seven rabbits without the use of dog or gun. There was snow on the ground, which made it hard for the rabbits to run very fast.

How the Carols Got Their Start

By Garmon Hubbard, 9th Grade

Our Christmas carols probably began in the early churches of Europe. Later they were sung by groups of people who went from house to house. The name for carols in France are "Noels"; in Italy, "pastorelles;" and in Germany, "Kristlieders."

Some of these beautiful carols are: "Silent Night," "The First Noel," "God Rest Ye Merry Gentlemen" and "We Three Kings of Orient Are."

The Christmas season is made more enjoyable by the singing of these carols.

"Peace on Earth"

By Robert Fogle, 9th Grade

This year we are celebrating the first peaceful Christmas we have known in four years. At last our boys are coming home, and the world is at peace. The best present many mothers will receive will be the return of their boys from all over the world. But for others it will be sad because their boys are gone, never to return.

Christmas was heralded by angels singing "Peace on earth and good will to men." For this reason we should always try to have peace on earth. Christ, whose birth we celebrate, always taught peace and brotherly love.

We can truly be thankful for the fact that at this Christmas time the world is at peace. We sing Christmas carols of peace and good will, but not many of us really think of peace.

This year we should try to be reverent and thank God for letting us have another peaceful Christmas.

Picture Show

By Raymond Byrd, 9th Grade

The show on Thursday night of last week was a lot of fun and entertainment for the boys. The name of the picture was "Princess O'Rourke." The leading character was played by Jack Carson.

This man fell for the princess, though she pretended that she was just a poor refugee. In time, he found out that she was a princess, and was going to marry her, until he was asked to give up his American citizenship. This he would not do.

Finally, he was married by a United States Supreme Court Justice, and the President was posing as a guard. The bridegroom tipped this guard a dollar. When he learned that the guard was the President of the United States, he exclaimed: "Holy cats! I tipped him a buck and he took it."

Why We Observe Christmas

By Harvey Leonard, 9th Grade

There are a lot of people in the world today who do not know why we observe Christmas Day as a holiday. We observe this day as the birthday of a great and ideal person who saved the world from sin.

That first Christmas of long ago was celebrated at Christ's birth by the three wise men who presented gifts as a token of gratitude for the Saviour's coming into the world. We should observe this day as a day to give thanks as well as to be happy and exchange gifts. It was on the 25th of December that it is believed that Christ was born, but no exact date is known. In the East, Christmas was celebrated on January 6th.

We send greeting cards as tokens of friendship to our fellow men. An old English term for Christmas was "Christes Masse," which means "Christ's Mass." Another of our customs is the singing of carols which makes Christmas beautiful. One very beautiful carol, "Silent Night," is loved by everyone.

Little is known how Christmas is celebrated in that little town of Bethlehem. On Christmas Eve, a long procession passes through the streets of the town. At the head are the priests, their vestments gleaming in the light of their candles. They carry a tiny wicker basket in which lies a wax image of the Infant Jesus. They go to the church and have their service, after which they lay the image of the Christ-Child in an underground grotto of the church.

There are many different ways of celebrating Christmas in every land, but the very best way is to go to God in prayer and thank Him for His mercy to the world.

"Silent Night"

By Thomas Stallings, 9th Grade

Christmas season is here again. The people are gathered together singing their favorite Christmas carols. Among these, one of the best known and best loved is "Silent Night."

Everyone enjoys singing and hearing

this fine old song, but probably nine out of ten cannot tell who wrote it or anything about its history. It took a search that lasted thirty-five years to discover who wrote the words and music to this song.

The music was written by Franz Gruber, 127 years ago. This song was written to give thanks for the birth of the Lord on that lonely night in Bethlehem.

The words are written by Father Joseph Mohr. He was twenty-six years old when this writing took place. Father Mohr had just finished blessing the baby of a poor charcoal maker's wife. He had been so strangely moved by the presence of the sleeping mother and child that he tried to put his feelings into words. The words kept turning into verse, and when morning came he had written a poem.

When they wrote this song neither Gruber nor Father Mohr realized that they were writing something that would become so famous as a Christmas carol. Neither did they realize that more than 120 years later it would be sung by happy children all over the world, translated into many different languages. The children in England, those in Mexico, and Eskimo children in their igloos derive as much or more gladness as we in this country, as they sing.

Many years ago, when it was not known who wrote it, "Silent Night" was called "The Song from Heaven." This carol, like the Christmas message itself, still rings for all people. If you do not believe it, just listen to the boys and girls around you. You can hear it being sung from one end of town to the other, their young voices rasied high in the singing of a beautiful song, written 127 years ago, by plain, humble men like yourselves.

If you want to pay tribute to those composers, on the 127th anniversary of the writing of this beloved carol, all you need to do is to join in the singing:

"Silent Night! Holy Night!
All is calm, all is bright,
Round yon Virgin Mother and Child!
Holy Infant so tender and mild,
Sleep in heavenly peace—
Sleep in Heavenly peace."

The First Christmas

By Raymond Cloninger, 9th Grade

Once in a land so far away,
In a manger filled with hay,
Was born a little babe so dear,
Who came to live with us here.

There was no room for one so good.
He was given birth in a stable so rude.
His only pillow was the soft hay,
And there he was born on that first Christmas Day.

He came to save the world from sin,
But there were few who took him in.
The carols that the angels were singing,
Around the earth are still sweetly ringing.

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The staff of The Uplift wishes all its readers a Merry Christmas.

THE OTHER WISE MAN

Adapted from the famous Christmas story by Dr. Henry Van Dyke

When the Child Jesus was born in Bethlehem of Judea, the Magi, or the Wise Men of the East, came to where the Child lay and presented their gifts of gold, frankincense, and myrrh. The Biblical account of the Christ advent into the world tells of their appearance, under the guidance of a star which they had followed out of the East. There were three of these Magi—Caspar, Belthazar, and Melchior.

According to legend there was a fourth Wise Man — Artaban — who planned, along with the others, to meet at the Nativity scene. He sold his possessions and purchased with his money three jewels—a sapphire, a ruby, and a pearl—to carry them as tribute to the new King. It was his sad fate, however, to be delayed in arriving at Bethlehem until after the other Wise Man had presented their gifts and Joseph and Mary had fled into Egypt with the Child. He then spent the remaining years of his life in search of the Holy Child.

Artaban is described as a tall, dark man of about forty years, with brilliant eyes and thin lips. He had the brow of a dreamer, and was a man of sensitive feeling but inflexible will —one of those who, in whatever age they live, are born for inward conflict and a life of quest. He dressed in the white robes characteristic of the ancient priesthood of the Magi.

In the presence of some friends and his father, Artaban made this startling announcement:

"Hear me, then, my father and my friends," said Artaban, "while I tell you of the new light and truth that have come to be through the most ancient of all signs. We have searched the secrets of Nature together, and studied the healing virtues of water and fire and the plants. We have read also the books of prophecy in which the future is dimly foretold in words that are hard to understand. But the highest of all learning is the knowledge of the stars. To trace their course is to untangle the threads of the mystery of life from the beginning to the end. If we could follow them perfectly, nothing would be hidden from us. But is not our knowledge of them still incomplete? Are there not many stars still beyond our horizon—lights that are known only to the dwellers in the far south-land, among the spice-trees of Punt and the gold mines of Ophir?"

There was a murmur of assent among the listeners.

"The stars," said Tigranes, "are the thoughts of the Eternal. They are numberless. But the thoughts of man can be counted, like the years of his life. The wisdom of the Magi is the greatest of all wisdoms on earth, because it knows its own ignorance. And that is the secret of power. We keep men always looking and waiting for a new sunrise. But we ourselves understand that the darkness is equal to the light, and that the conflict between them will never be ended."

"That does not satisfy me," answered Artaban, "for, if the waiting must be endless, if there could be no fulfilment of it, then it would not be wisdom to look and wait. We should

become like those new teachers of the Greeks, who say that there is no truth, and that the only wise men are those that spend their lives in discovering and exposing the lies that have been believed in the world. But the new sunrise will certainly appear in the appointed time. Do not our own books tell us that this will come to pass, and that men will see the brightness of a great light?"

"That is true," said the voice of Abgarus; "every faithful disciple of Zoroaster knows the prophecy of the Avesta, and carries the word in his heart. "In that day Sosiosh the Victorious shall arise out of the number of the prophets in the east country. Around him shall shine a mighty brightness, and he shall make life everlasting, incorruptible, and immortal, and the dead shall rise again."

"This is a dark saying," said Tigranes, "and it may be that we shall never understand it. It is better to consider the things that are near at hand, and to increase the influence of the Magi in their own country, rather than to look for one who may be a stranger, and to whom we must resign our power."

The others seemed to approve these words. There was a silent feeling of agreement manifest among them; their looks responded with that indefinable expression which always follows when a speaker has uttered the thought that has been slumbering in the hearts of the listeners. But Artaban turned to Abgarus with a glow on his face, and said:

"My father, I have kept this prophecy in the secret place of my soul. Religion without a great hope would be like an altar without a living fire. And now the flame has burned more brightly, and by the light of it I have read other words which also have come from the fountain of Truth, and speak yet more clearly of the rising of the Victorious One in his brightness."

He drew from the breast of his tunic two small rolls of fine parchment, with writing upon them, and unfolded them carefully upon his knee.

"In the years that are lost in the past, long before our fathers came into the land of Babylon, there were wise man in Chaldea, from whom the first of the Magi learned the secret of the heavens. And of these Balaam, the son of Beor, was one of the mightiest. Hear the words of his prophecy: 'There shall come a star out of Jacob, and a sceptre shall arise out of Israel.'"

One by one Artaban's friends ridiculed his strange message as a vain dream caused by too much looking upon the stars and the cherishing of lofty thoughts. And they deserted him.

Artaban's father, the oldest and the one who loved him best, lingered after the others had gone and said, gravely:

"My son, it may be that the light of truth is in this sign that has appeared in the skies, and then it will surely lead to the Prince and the mighty brightness. Or it may be that it is only a shadow of the light, as Tigranes has said, and then he who follows it will have a long pilgrimage and a fruitless search. But it is better to follow even the shadow of the best than to remain content with the worst. And those who would see wonderful things must often be ready to travel alone. I am too old for this journey, but my heart shall be a

companion of thy pilgrimage day and night, and I shall know the end of thy quest. Go in peace."

Soon it was that Artaban, looking into the heavens, beheld a new, luminous star appearing over the eastern plain of Persia. Then it was that he reverently bowed his head and said: "It is the sign. The King is coming, and I will go to meet him."

Proudly the gallant Magi mounted his charging horse, Vasda, and started out upon the long and difficult ten-day ourney that was to take him near to the meeting place of his three companions. He then had still a three hours' journey to the Temple of the Seven Spheres, where he would meet his waiting comrades.

As he neared the end of his journey, traveling a lonely road, in the darkness of the night a dim starlight revealed the form of a man lying across the road. His humble dress and haggard face showed him to be one of the children of Israel. The chill of death was already on his lean hand. But as Artaban turned away the bony fingers gripped the hem of the Magi's robe and held him fast.

Then Artaban realized that if he lingered there he would miss the caravan of the other Wise Men. If he stayed, life might be restored.

"God of truth and purity," he prayed, "direct me in the holy path, the way of wisdom which Thou only knowest."

Artaban stayed and ministered to the suffering stranger. He gave him water and other simple remedies until the man's strength returned. He restored the man back to life.

The Magi, after receiving the blessings of this grateful Hebrew, mounted his horse again and speedily hurried to the Temple, only to find that the caravan had moved on. In a written note they bade him to follow across the desert.

"How can I cross the desert," said he, "with no food and with a spent horse? I must return to Babylon, sell my sapphire, and buy a train of camels, and provision for the journey. I may never overtake my friends Only God the merciful knows whether I shall not lose sight of the King because I tarried to show mercy."

Across the desert alone, from Babylon to Bethlehem, Artaban made his way still full of hope that he would see the King. Arriving at Bethlehem, he was informed that the other Magi had departed three days ago, having presented their gifts to the newborn King.

As he stood in the doorway of a home in which a frantic mother cared for her infant son, the Roman soldiers appeared and demanded if a male child was there. Artaban explained that he was there alone, and he presented his precious ruby to the leader of the gang who commanded his soldiers to march on. Thus he saved the life of a child and gladdened the heart of a mother.

Then for thirty-three years did Artaban travel in Egypt, in Rome, and in Judea, searching for the Child Jesus and his parents. Always there was hope in his heart that he would find the King. Always he ministered to those who were poor and destitute.

Finally he went to Jerusalem for the last time. It was the season of the Passover. There were vast throngs in the streets, and he heard that they were going out to the place called Golgotha, where Jesus was to be executed, even though he had done many

wonderful works among the people. Then Artaban decided that he would follow the crowd, because now he would find the King at last.

As he moved along the streets he discovered a young slave girl was being dragged along the streets by cruel soldiers. With his last treasure—a pearl—he ransomed the helpless girl.

"This is thy ransom, daughter! It is the last of my treasure which I kept for the King," said Artaban.

A heavy tile, shaken loose by an earthquake, struck the old man on the temple. A faint voice was heard to say: "Verily I say unto thee, Inasmuch as thou hast done it unto one of the least of these by brethren, thou hast done it unto me."

A calm radiance of wonder and joy lighted the pale face of Artaban like the first ray of dawn on a snowy mountain-peak. A long breath of relief exhaled gently from his lips.

His journey was ended. His treasures were accepted. The Other Wise Man had found the King.

THE SINGERS IN THE SNOW

God bless the master of this house
And all that are therein,
And to begin the Christmas tide
With mirth now let us sing.

For the Saviour of all the people
Upon this time was born,
Who did from death deliver us,
When we were left forlorn.

Then let us all most merry be,
And sing with cheerful voice,
For we have good occasion now
This time for to rejoice.

Then put away contention all
And fall no more at strife,
Let every man with cheerfulness
Embrace his loving wife.

With plenteous food your houses store,
Provide some wholesome cheer,
And call your friends together,
That live both far and near.

Then sing with voices cheerfully,
For Christ this time was born,
Who did from death deliver us,
When we were left forlorn.

—Old English Carol.

MINE EYES BEHELD THIS GLORY

According to an old legend, this story was told by the keeper of the inn at Bethlehem.

It matters not that history knows me as the mean little man who cried out in the night that there was no room in my inn. I am not mean. I simply did not see. Mine eyes beheld this glory, yes, but I was too busy, I was in a hurry about my work. I am not mean. I am the man who had not eyes to see, nor time to understand—until it was too late!

You all know what happened that night at my inn, but how many of you know what happened afterwards?

When morning came I went in vain curiosity to see the Babe. There was much that morning waiting to be done, so I could not tarry long. I glanced at Him, and then I found that I could not run away. It was as though the sun and the stars stood still and the wind ceased its sighing and the rivers stopped in their flowing, as though all men and things on earth were held in awe and stillness by a giant hand from heaven. There was in my ears the sound of the rustling of angels' wings, and my feet became lead and my heart raced like a wild thing. Then Joseph passed between me and the Babe and the spell was broken and I rushed out, confused, to my morning's toil.

They stayed at my inn for three long days, and over all beneath my roof came a strange quiet and peace and wonderment; I could not understand it, and in my perplexity I scolded them. I went to see the Mother and her Babe from time to time. The Mother never looked at me, nor looked at anyone except that Babe. She seemed in a spell; there was in her eyes a burning spiritual ecstasy that spoke of more than mother love. But once the Babe did look at me, and I thought I saw Him smile.

The peace and stillness remained when they had gone, like a bright hanging cloud. Travelers stopped and asked in low whispers to see the spot where He was born; some only halted in the road, started towards the manger, moved on without a word. But I was too busy to bother with them; this birth brought unexpected business to my inn!

And then one mad midnight the Romans came, killed all the babies in Bethlehem and burned my inn to the ground; they defiled the manger, cursing like wild beasts. When I tried to halt them, a centurion drove a sword into my back. I never walked again.

The Babe became a Man; the news of His miracles reached me, and I went after Him. I searched everywhere, always arriving just too late where He had been.

But at last there was the day when I crawled in a gutter in Jerusalem and saw Him fall beneath the beam of a cross He was carring to a hill beyond the gate. Beside myself, I got upon my feet for the first time in all those years, and reached out to lift the beam. A Roman struck me in the face sneering, "Cripple!" A man named Simon, took up the beam and carried it. As they drove Him on, He looked at me and smiled.

I think sometimes that He recognized me there. I am sure He—understood.

THE FOURTH WISE MAN

(A Legend of the East)

The history books say nothing about it, but it is true: we Magi were lost in the desert, and we nearly died. Lost: that is why the three who got through were late in arriving at the manger.

We were four when we left Persia: we were Gaspar, Melchoir, Belthazar —and myself, whose name is lost in infamy because I deserted these three known ones on the road to Bethlehem. We started together down the trail of The Star, and one evil day we decided (it would save time!) to leave the good safe roads of Chaldea and strike across the desert to Jerusalem. We lost our way in the desert; we wandered in despair and we met thirst and hunger and we felt the breath of death's angel coming close. And thus it was that when we reached the desert's rim we found ourselves not in Jerusalem, as we had planned, but on the borders of Syria! We were four half-dead, hollow-eyed ghosts staring wildly and clutching gold, frankincense and myrrh wrapped in filthy rags torn from our bodies.

We must have been a terrifying sight: frightened mothers snatched their children, at sight of us, and ran indoors; the Jews of Palestine were cold to us and suspicious and sometimes cruel. We begged crusts from door to door and drank with the dogs from rodsides ditches; when we mentioned The Star, the people were sure that we were mad. And we found no friend in all that land until we came to the house of the widow of Bethsaida —she whose husband had just been drowned in Galilee, she who had two hungry little children to feed—she opened her door and gave us drink and she bade us sleep, exhausted, on the floor before her hearth.

She begged new clothes for us, she fed us of her meager store of food, and she said naught of her woe. She said nothing as we began to plan what was left of our journey; she sat and listened as we became fevered with excitement, talking of The Star—and the King to be born beneath it. We were anxious to be off; we might be late, even now. It was not until we went into the dark corners of the hut to gather our gold and frankincense and myrrh that we found the widow, sobbing, her eyes red from weeping. And it was not until then that we knew that she was heavy with child, and that there was no more food in the house.

It was too bad, said Gaspar, but—what could we do? most unfortunate, said Melchior, but—we had braved death in the desert to look upon a King and we must hurry. Sad, said Belthazar. But—this was God's will, and we must move on.

I lost my temper then, I berated them like a common scold. Did they know that this woman had saved our lives? That she was the only friend in this strange land brave enough to pull her latchstring and call us in? They said we must go on; I said God would strike us dead if we left this widow now. They muttered of the manger; I said, "Here is a manger, too. One baby or another . . . ."

I should not have said that; it was blasphemy. But I did say it in mine anger, and Gaspar, Melchior and

Belthazar left me without another word. I stayed there with the starving family in the fish-hut, I went to my knees before the stern-faced men and women of the town, beseeching them to come and help this proud woman who would never ask for help. I prayed to the One God in Whom we Magi believed. And the One God must have heard, for the night of the birth we found there were kind folks in Bethsaida, after all; they came, and turned me out, and I went alone into the fields near the waters of the lake and I looked towards heaven and I saw The Star. I, the traitor of the Magi, saw The Star I had promised God to follow to Bethlehem! I fell in terror to the earth. I cowered in the deep grass like a stricken animal, trying to hide from The Star. A darkness deeper than the darkness of the night snuffed out the lights of my soul and mind, and the men of the village came and lifted me and bore me back into the house. When I opened my eyes I heard a baby cry.

I never saw Gaspar, Melchior or Belthazar again; they went home to Persia by a different road, but I stayed on in Galilee. I stayed until a Teacher wiser than any Magi came our way and gave me quickly what I had searched for all my life. I followed Him from afar and I never knew remorse again, and He made me understand that it was far better after all that I never reached Bethlehem. For the baby born that night in Bethsaida followed Him too, and though as a man he denied this Teacher thrice, he was still a great follower. His name? Peter. Simon Peter.

Aye, perhaps it is better that I never reached Bethlehem. For Gaspar, Melchior and Belthazar gave Him only gold and frankincense and myrrh. But I had the education of this boy, this Peter, this Rock, across all those years: I gave Him . . . .Peter.

$home

BIRTHDAYS

In The Uplift, we plan to annouce each week the birthday anniversaries of the boys. It is our purpose to follow this custom indefinitely. We believe that the relatives and friends of the boys will be greatly interested in these weekly announcements.

Week of December 23, 1945

December 24—David Leon Rose, Cottage No. 11, 16th birthday.
December 24—Lawrence Allen, Receiving Cottage, 17th birthday.
December 25—William Ussery, Cottage No. 3, 14th birthday.
December 26—John Fine, Cottage No. 4, 15th birthday.
December 27—James Hensley, Cottage No. 10, 15th birthday.
December 28—J. C. Michael, Cottage No. 10, 13th birthday.
December 29—Kirk Putnam, Cottage No. 7, 13th birthday.

CHRISTMAS SUPERSTITION AROUND THE WORLD

(Selected)

According to an old Scottish belief, to be born on Christmas is to have the power to see spirits and to command them.

French peasants believe that babies born on Christmas have the gift of prophecy. In the Vosges mountains a baby born on Christmas Eve possesses the "gift of gab," whereas the Christmas Day baby has less volubility but better logic. Daughters born on Christmas Day will be wise, witty and virtuous.

English mothers used to take sick babies to the door Christmas Eve midnight so that they would be in full view when Mary passed by with the Christ Child. If the baby recovered, it was believed that the cure was effected by the Christ Child's healing fingers. If the baby died, it had been chosen by the Christ Child to be His playmate in heaven.

In Bohemia, on Christmas Eve, the girls would go into the night and standing in the garden they would take a branch of elder and cry loudly, "Sweet elder, I shake, I shake! Tell me, ye dogs that wake, where is my lover tonight?" They would wait for the sound of a bark and a lover was expected to come from that direction.

Bavarian girls went to the woodpile on Christmas Eve to draw sticks. If they drew a long one their future husband would be tall; if a thick one, he would be stout; and if crooked, he would be deformed. His business could be determined by dropping melted lead into a pan of cold water, the cooled lead resembling the insignia of his occupation. A shoe-shape identified a cobbler; a hammer-shape, a carpenter; rod-shape, a schoolmaster; and as every piece of lead represented an occupation to the imaginative people, this was a popular Christmas Eve diversion. To determine who would be married first, the girls then formed a circle and a blindfolded goose was let loose in their midst. The girl to whom the goose went first would be the first bride.

In middle-European countries on Christmas Eve a maiden would set a bowl of water outside a window to freeze. The form which the surface ice took would represent the insignia of her husband's occupation.

An Irish maiden would take four onions, placing one in each corner of her room. Each one was given the name of a man of her acquaintance. The one that first threw out a shoot before January 6th would be her future husband.

English girls placed holly under their pillows on Christmas Eve, and before going to sleep, repeated the following verse:

Good Saint Thomas serve me right
And send me my true love tonight,
That I may gaze upon his face,
Then him in my fond arms embrace.

Another custom among English maids was to make an indigestible cake of water, flour and salt. Eating

this on Christmas Eve was supposed to make a girl dream of her future husband.

In Switzerland, the girl who accepted a bunch of Edelweiss from a young man on Christmas Day was deemed also to accept as a husband the swain who proffered it.

At Christmas parties in old Russia each of the girls attending would sooner or later slip out of doors, and standing just inside the gate, but with her back to it, she would kick her slipper high over her head into the road behind her. Then she would run to see in which direction the slipper pointed, for that is the direction from which her lover would come or the way she would go to be married. If the slipper would point toward the gate she would not be married that year..

In Spain everyone is admonished to treat cows with special favor at Christmas because it is believed that the cattle breathed upon the Christ Child to keep Him warm.

A legend among English farmers has it that on Christmas Eve the bees hum a carol in honor of the Christ Child. A spray of holly is placed upon the bee hive to wish the inhabitants a Merry Christmas.

In the German Alps it is believed that on Christmas Eve all animals can speak, but, of course, no one would put this superstition to the test. A servant, it is related, once hid himself in the barn on Christmas Eve. Just before midnight he heard two horses speak. One said, "The servant is heavy." "Yes," replied the other, "it is very steep up to the churchyard." The servant was buried that very week.

In Bohemia a horse is driven into the river on Christmas Day and made to walk against the current. The rider throws an apple into the stream ahead of the horse. If the apple is carried against the horse, the animal will be stronger during the coming year.

In the Netherlands it is believed that nothing sown on Christmas Eve will perish, even though the seed be sown in the snow.

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CHRISTMAS ACROSTIC

C is for Christmas with wreaths of holly,
H is for young hearts so jolly;
R is for the ringing church bell,
I is for icicles which from the tower fell,
S is for the saints preaching goodness in the world,
T is for good tidings this birthday did unfurl,
M is for millions of people giving,
A is for the Almighty who is so forgiving,
S is for the singing this joyous day is bringing.

—Exchange.

SANTA CLAUS TOWN

(Sunshine Magazine)

How would you like to be where Santa Claus is every day in the year? That is what the boys and girls enjoy who live in a certain town in Indiana, for the name of their town is "Santa Claus." This is the only town in the whole world of that name, and it has become quite famous.

At Christmastime, when people want to send packages, cards, and letters with a real Christmassy postmark, they send them to the postmaster at Santa Claus, Indiana, and ask him to remail them from his office. Of course, enough stamps or money to pay for the stamps must be sent. The postmaster then stamps on each piece of mail the magic words, "Santa Claus, Indiana," so that the one who receives it may feel that there really is a Santa Claus.

The postmaster is a very busy man from early November until after Christmas. There are only sixty-five inhabitants in the little village, and throughout most of the year business at the post office is as slow as in other small-town offices. But with the coming of the Christmas season, the Christmas mail begins to arrive. It comes from all over the world, to be remailed to people who delight in receiving things from "Santa Claus." The postmaster during that time employs a great staff of helpers.

At first the mail was stamped by hand. But it was soon seen that the job of cancelling the thousands of pieces which came in every day would never be completed in that way. So the Post Office Department furnished electric cancelling machines. Even with these rapid cancellers, the employes work night and day at Christmas time to keep up with the truck loads of mail that come in.

Santa Claus is five miles from the nearest railroad, and the mail is brought from the train in trucks. When it has been restamped and postmarked, it is trucked back to the railroad.

Santa Claus is an old town. It was settled nearly one hundred years ago by a group of people who called the place Santa Fe. It was just a little crossroads hamlet, and they had no post office. Sometime in the 1890's they applied at Washington for an office, but they were told that no post office could be established there because there was another town in Indiana called Santa Fe. So the people of the hamlet had a meeting, and someone suggested why not keep the name Santa, and just change the Fe to Claus? It was a happy thought.

When visitors drive into the little town, they see at the entrance a great stone statue of the beloved Saint with his open sacks of gifts before him. There is only one street, one store, and one church. All the people belong to this church. Driving in, the visitor soon drives out again, for the village is very small.

———:———

"Glory to God in the highest. Peace on earth good will toward men."

BLINDED BY THE CHRISTMAS LIGHT

By Alma Hantel Arnold

"'Twas the night before Christmas, and all through the house not a creature was stirring, not even a mouse."

Yes, everything was just as still as still could be. Two windows were lighted, and in one a wreath was hung, but just as an outward sign. There was nothing else to remind you that Christmas was almost here.

It was rather a large house, rather solemn looking, as it was dark all over excepting the two windows.

In the one room a man was sitting all alone. It was well furnished and warm but there was nothing cheerful about it, nothing Christmas-y.

He was sitting by a small table drumming on it with his fingers and he was in a deep study. He was not day dreaming but really thinking, and his thoughts were not very pleasant ones, judging by the looks of his face.

John Andrews was a bachelor and already in middle life. He was a successful business man and was quite an important figure in the community. Whenever there was anything to be given to charity he headed the list and his name was written with a flourish that somehow made you think that the publicity of his name was worth more to him than the giving of his money.

A few weeks ago a committee from the church where he attended called upon him asking for money to be used for the needy at Christmas time. Willingly he drew out his check book and in a bold handwriting filled out a blank. As he handed it to one of the men he tapped him lightly on the shoulder and said, "Just mention to the rest of the committe that John Andrews gave this check."

Did he receive any pleasure from this? Was his soul filled with the joy of giving? Did he feel happy that someone would have a merrier Christmas on account of him? Not at all. All he got out of it was the satisfaction of seeing his name in public or hearing it spoken in praise. He was blinded by the Christmas light; all was outward show but the heart had no part in it.

But tonight, as he sat there, for once he was not thinking of how much he had given toward Christmas charity. Rather, he was pondering in his mind the contents of a letter he had received more than a week ago.

He arose and went to his desk, unlocked a drawer and drew out a letter that was lying under a pile of others as though someone had thrust it there to get it out of sight and mind.

He sat down again near the light and as he unfolded the letter slowly shook his head speaking to himself, "Queer that this letter has such a hold upon me, I just can't get it out of my thoughts."

He glanced hastily over the page of delicate and neat writing in a woman's hand. Then, as if by an inner force, he turned back to the beginning and read it all carefully and slowly word by word.

"H——, Wn.
"December 15, 1930.

"Dear John:

"At the very start I wish to say that only because I am forced to am I writing to you. For myself I have too much pride to ask you for any help. It is only for the sake of my children. I cannot bear to see them suffer. Dire necessity is driving me to do this now.

"As I have written to you from time to time since my dear husband's death you cannot be ignorant of our circumstnances. For five years I have tried to keep my three little ones and myself comfortable by sewing for others. The dear Lord has helped me, and, although we have never had too much, we have not suffered.

"But for a month now I have not been able to earn anything as I got an infection in my hand and could not use it to sew. My hand is better but it is too late to get any of the Christmas work and I am too proud to ask for public help.

"So I am turning to you as an only brother not to give me but to loan me some money. I need fifty dollars badly. I have faith to believe the Lord will give me work again and I will pay you back every cent in time.

"At this writing our flour bin is empty and our coal bin almost so. I cannot bear to think of little Mary, Ruth and John going without any Christmas. Out of the goodness of your heart and for the sake of your namesake and nieces please send me the money as soon as possible. 'Inasmuch as you have done it unto one of the least of these ye have done unto me.'

Your sister,
"Jen."

The letter dropped from his hand and fell unnoticed to the floor.

"Jen," he mused to himself. His sister whom he had not seen for so many years although she lived only some seventy odd miles away. Jen had always been so good to him. When their mother died had she not kept the home together and still kept on with her work? When she was teaching school had she not helped him to pay his way through college? After she was married and little John was a baby, had she not come up here and stayed for weeks and nursed him through a severe illness? Yes, Jen had been good to him and how had he repaid her?

He recalled that when the letter had come the thought had flashed through his mind that if he should give the money to her who would know about it? No one would hear that John Andrews had given fifty dollars.

With rather a shamed feeling he stooped over and picked up the letter. He looked at the date. It was December 15 and today was the twenty-fourth. Nearly ten days had passed and she had said her flour bin was empty and the coal bin nearly so. Sure-it was empty by now. How had they lived these ten days? For shame, John Andrews, to let your only sister and her fatherless little ones suffer when you have given help to strangers.

It seemed as if thousands of little winged creatures were attacking him and pricking and stinging him, his thoughts hurt him so. His whole past life rose before him and he saw himself in the true light in which he had been living. He remembered little John, his namesake, and how he love-

ed him. He had not seen him for so many years, but somehow those little hands kept tugging at his heart strings.

For a while he sat there not sparing himself but lashing himself severely for his hard-heartedness and shallow living. Then with the tears streaming down his face he fell upon his knees asking God to forgive him and pleading that it might not be too late to help his sister.

He arose, and instantly he was an alert business man. He glanced at his watch an saw it was nearly 10.00 P. M. He turned to the telephone and found out that the stores were still open, so he rushed down and bought and bought. Playthings, servicable things, eatables, a small but pretty tree and everything worth while he bought. His starved heart and life were now trying to make up for what he had neglected. Then he had all packed into his big car and before midnight he was on his way speeding upon his mission of joy. The stars were shining brightly. It was a wonderful Christmas Eve, such a one as he had not known for many years.

As he sped along his thoughts raced ahead. He was afraid of the end of his journey. What would he find? Was he too late? Maybe all were sick or half starved O, what a brute he had been!

Another hour and his engine was purring softly through the stillness of the night as he made his way along the almost deserted streets of the little town. Here and there a light was seen in some home; no doubt where some parents were happy together preparing for their dear little ones. Was Jen trimming a tree? Would there be any Christmas in that little home? He knew there would be if he was not too late.

He slowed down and had to stop several times as he looked for the house number. But he could not find it. He had reached the edge of the town and was feeling worried, when he noticed a light gleaming from a window in a tiny house set way back from the street.

Crawling up almost noiselessly he stopped his car, and getting out he quietly made his way to the door and looked at the number. Yes, it was 2606, and this was the end of Holly Street. This must be the place.

Stealthily he walked around to the side of the house and peered through the window as the shade was not pulled down.

A woman, with bowed head, was sitting close to the light and her fingers were swiftly plying a needle. Back and forth, back and forth. How fast they flew! No doubt something received at the last minute with a promise it should be finished by Christmas morning.

Yes, it was Jen, but so pale and thin and sad looking. Every little while her eyes would close for a seond and the watcher did not know whether from weariness or in prayer. He glanced around the room. No sign of Christmas; nothing, but the simplest of plain furniture. A tiny stove stood in the center and as near it as possible was a bed in which three sweet children were sound asltep. He saw a boy about ten years and two girls, younger. The one in the center, no doubt the baby, had golden curls and they were spread out upon the pillow.

To the watcher she looked like a little angel.

But the tears coursed down his face as he noticed their hollow cheeks and a pallor, almost like death, upon their small features. He could stand it no longer and he tiptoed back to the car where for awhile he gave vent to his feelings. After an inward prayer of thanks that at least he was not too late he retraced his steps to the door and knocked firmly but softly. Instantly the door was opened and there was no trace of fear upon the face of the woman standing there.

"Jen, darling Jen," he said softly, "this is John, your brother. Won't you step out a moment to talk so as not to disturb the little ones?"

She did so, closing the door behind her yet not uttering a word. Her surprise was too great.

Instantly he threw his warm overcoat around her and then drawing her close to him unburdened his heart and humbly asked her forgiveness.

"Dear John," she answered in a sweet, sad voice, "I knew you were good at heart and I have prayed ceaselessly that the Lord would open your eyes. I have never felt very hard against you. But to see my precious little ones go hungry has at times almost broken my heart."

"It shall never happen again, Jen," and strong man that he was he bowed his head on her shoulder and sobbed like a child.

Softly they entered the room. He stood by the bed and again looked at the dear little sleepers. Jen explained that she had to keep on sewing to fulfill her promise but now her needle flew all the faster and a smile af happiness rested upon her sweet but worn features.

He made several trips from the house to the car and by the time he was done the little room was nearly filled.

Quietly but swiftly he set up the little tree in a corner and trimmed it. It might have been rather clumsily done but to the eyes of the woman who looked up often, it was a thing of beauty, and she knew that later six other eyes would gaze at it in rapture and wonder.

It was nearly 5.00 A. M. when a collarless man, hot and tired, and with disheveled hair finally sat down on a chair and viewed his night's labor.

No one glancing into the room would have recognized in this man the alert business man, John Andrews. It was the same, only—this man had had the shackles torn from his eyes—whereas he was blind, now he could see.

He made his sister lie down on the couch, and as he tenderly threw his heavy overcoat over her he said she should try to sleep for an hour; and almost instantly her heavy eyes had closed.

Christmas morning! Is there any other morning which gives such a thrill? The thought alone suggests joy, happiness and peace.

And such it was to the little household dwelling at 2606 Holly Street.

Jen stirred, feeling luxuriously warm and sniffing the appetizing air, felt at once very hungry. At the moment her eyes opened almost simultaneously three little bodies arose to a siting position in the bed and stared open-mouthed and open-eyed at the beautiful tree in front of them and at the many gayly wrapped bundles underneath.

Jumping out of bed they rushed to their mother.

"Merry Christmas, mumsy, Merry

Christmas, see Santa has been here."

"Merry Christmas, my darlings; I told you Santa would not forget us."

The watcher, who had been peeping through a crack in the kitchen door, after wiping his eyes now came softly into the room.

"Hello, kiddies, Merry Christmas, this is Uncle John. Santa and I came down together last night to visit you."

They climbed over him and covered him with kisses.

What exclamations of joy were heard as each one examined his many lovely gifts! How their eyes danced when they saw all the lovely food; and for the first time in many months their little stomachs were filled. O, what a glorious Christmas Day for all! And their joy knew no bounds when Uncle John told them he was going to take them all home with him to live in his big house with him always.

But all has to come to an end. As we reluctanly withdraw we look back for a lingering last look. We see John sitting in front of the lighted and glittering Christmas tree. In his arms is golden-haired Mary and on either knee is Ruth and John. Standing behind him with her arms thrown lovingly around his neck is Jen. All faces are alight with love and peace. And as we slowly leave them their mingled voices come faintly through the frosty air, singing, "Joy to the world, the Lord is come."

———:———

A CHRISTMAS FANCY

How often have I thought: On Christmas Eve
If only I could walk abroad, and find
Some little village-place, of Bethlehem kind,
Hushed in the spell that dusk and lamplight weave;
Pass some low door beneath a stable eave,
And catch a stirring and a gleam behind—
Would the great Birth grow vivid to my mind?
And would I then more potently beleive?
What need, O Lord, to seek Thy presence thus,
Or watch for angel hand or starry sphere,
When Thou art still Immanuel, God with us,
Forever and immeasurably near?
What need with shepherds or with kings discuss
Thine ancient birthplace?—Thou art now, and here!

—By Margaret R. Seebach

BY AN UNKNOWN SOLDIER

(Selected)

Here is the mystery poem of World War II. Written on a scrap of paper, it was called "A Soldier; His Prayer." It fluttered into the hand of a fighter crouched in a trench during the battle against Rommel for El Agheila. It was entered in a poetry contest conducted by "The Crusader," the British Eighth Army's weekly paper. Published anonymously, it won, but its author never knew it. He is dead or missing.

"Stay with me, God. The night is dark,
The night is cold; my little spark
Of courage dies. The night is long;
Be with me, God, and make me strong.
I love a game. I love a fight.
I hate the dark; I love the light.

I love my child; I love my wife,
I am no coward; I love my life—
Life with its change of mood and shade.
I want to live. I'm not afraid.
But me and mine are hard to part;
Oh, unknown God, lift up my heart.

You stilled the waters at Dunkirk
And saved Your servants. All Your work
Is wonderful, dear God. You strode
Before us down that dreadful road.
We were alone, and hope had fled;
We loved our country and our dead,

And could not shame them; so we stayed
The course, and were not much afraid.
Dear God, that nightmare road! And then
That sea! We got there—we were men.
My eyes were blind, my feet were torn,
My soul sang like a bird at dawn!

I knew that death is but a door,
I knew what we were fighting for;
Peace for the kids, our brothers freed,
A kinder world, a cleaner breed.
I'm but the son my mother bore,
A simple man, and nothing more.

But—God of strength and gentleness,
Be pleased to make me nothing less.
Help me, O God, when death is near
That when I fall—if fall I must—
To mock the haggard face of fear,
My soul may triumph in the dust.

———:———

We can't see why so many people are worried about the points required for purchasing butter. You can make it from grass. All you need is a cow and a churn.—Sunshine Magazine.

ROOSEVELT BELIEVED IN HIMSELF

(Boys' Industrial School Journal)

Editor's Note:—This article found its way to the editor's desk, author unknown. Because of the philosophy of life it expresses, it is passed on to Journal readers with appreciation to the author.

These are the prime factors in life success:

You must believe in yourself;
You must set that belief high:
You must measure up to that belief.

Thus did Franklin Delano Roosevelt become leader of men, maker of world history and friend of humanity. For Franklin Delano Roosevelt believed in himself. He set that belief high. And he tried always to measure up to that belief, he had in himself.

Time and history alone will tell exactly how well he succeeded. But this we know, few men, if any, ever attained the world fame, the national leadership and the heart-deep good will of so many human beings as did Mr. Roosevelt in the narrow canyon of years he lived so strenously. His was a thorough life. Victory and defeat, the humble home of the miner and the palatial mansion of the milionaire, the intellectual existence of the study, hobnobbing with the crowned heads of Europe, all these contrasts and many others came into the eventful life of F. D. R. to whom all men were friends or foes, and who was loved sincerely or hated cordially.

To live life thoroughly, one must live strenuously. Mr. Roosevelt proved that, from early youth until death, F. D. R. was a prime factor in American politics and American progress, advocating that "the only thing we had to fear was fear itself." Many men have rested upon the laurels Mr.Roosevelt won in a short period of tims—but never did any height of fame still in the Roosevelt stout heart, the desire to forge on and up. Death overtook his stout heart as Roosevelt was climbing the Alpine rock of human endeavor, yes, as we were nearing the end of the bloody struggle in Europe. It was humanly impossible for the Roosevelt brain to mark time, to rest, to "retire." Inactivity was not an asset for him.

But with all of his characteristic strenuousness, and with all of his remarkable ambition, and with all of his admitted ability, F. D. R. would never have achieved the niche in fame's temple he found, had he not believed so honestly in himself, his ideal and his power. It was his belief in himself that set him apart from other men and other leaders.

And this is Roosevelt's greatest gift to mankind, to generations yet unborn —belief in self. This gift overshadows all others he made to his fellowmen, to his country and to the world. It is so great and time-filling that the others, large in themselves are dwarfed.

And probably without this inherent factor he might have been wholly unable to have led the citizens of these United States in the wonderful and amazing upword strides they made in the last twelve years, the years

when Mr. Roosevelt was most active in national affairs, yes, and in world affairs.

The United States will always be F. D. R.'s debtor. This is a better, stronger and more honest country because Mr. Roosevelt lived and led. The world will always be in debt to Mr. Roosevelt. It is a better world in which to live because Mr. Roosevelt once lived in it.

And all human beings who now live, and the men and women yet unborn will benefit by the fact that F. D. R. believed in himself—and proved the possibilities that lie in one's belief in self.

Franklin Delano Roosevelt was criticised; so is every human being. Yes, he made mistakes; so do all mortals, he had enemies; so has every man who strikes out and strikes hard. He was sometimes wrong; so are we all, most of us more often than he. F. D. R. had belief—belief in himself, his country, and humanity; so should each of us—belief in self, country and humanity.

That was the keynote of Roosevelt's life, and well may it be of every man's life. Then, and then alone, we shall be moving to an era of good feeling among men of good will, with our feet set on the road of enduring progress.

———:———

HIS BIRTH

Some nineteen hundred years ago
On one December morn,
Outside the gates of Bethlehem
A Babe, the Christ, was born.

The inns were crowded on the day
Of his beloved birth,
No room was found, a manger held
The King of heaven and earth.

No candles cast their golden flame
Around His humble bed;
The glowing starlight softly traced
A halo for His head.

The angels sang a glad refrain
Of peace, goodwill to men,
That carried on the midnight air,
A joyous, great Amen.

Oh, holy Child of Bethlehem,
Again, this Christmas day,
We tell the story of Thy birth
With love and carols gay.

We glorify Thy blessed name
And in our hearts implore,
Thy mercy and Thy tender love.
Now and forevermore.

—T. A. Steele.

SUNDAY SERVICE AT THE SCHOOL

Rev. L. C. Baumgarner, the pastor of the St. Andrews Lutheran Church of Concord, was the minister at the services at the school last Sunday afternoon. For his Scripture lesson the first ten verses of the twelfth chapter of 2 Corinthians were read. Mr. Baumgarner used as a text the tenth verse, which reads as follows: "Therefore I take pleasure in infirmities, in reproaches, in necessities, in persecutions, in distresses, for Christ' sake, for when I am weak then I am strong."

The speaker emphasized some of the strong traits in the life of the Apostle Paul which tended to make him stand out as one of the great Christian leaders of all the ages. It was explained that this great apostle really had much of happiness in his life in spite of the many hardships which he was called upon to endure. However, Paul's pleasures in life were different from what most people regard as their pleasures, for too many people are seeking their pleasures in the ways of the world. The speaker explained to the boys that Paul himself endured a long list of hardships. He was somewhat feeble, he was shipwrecked, he was imprisoned, and he was persecuted, but through all these experiences he remained steadfast in his loyalty to Jesus, and history reveals the fact that in and through the life of Paul himself a new ideal came into the world, which was destined to serve at all times as a veteran of loyalty and devotion to Christian leaders. As we study the life of Paul, with all his determination and his consecration to Christian life, we are challenged to the high ways of living. When we follow his example we are made strong in the greater and nobler things of life. In Paul's life there was an abundance of faith, hope, and love. These were described as the fundamental things of life, not only of Paul's time but of all time.

The apostle Paul explained that in his life there were always considerable conflicts. In his life there were really two natures, the high and the low, battling constantly for the upper hand. At one time Paul said, "What I would I do not, and what I would not, that I do." Because of his great strength of character, Paul was able to say that his misfortunes were really complements to him. For instance, Paul says, "I took pleasure in infirmities, for when I am weak in my own infirmities I go to Christ and He makes me strong." Sometimes, people are resentful because of their infirmities and they allow their handicaps to disturb them, This was not so with Paul.

Mr. Baumgarner compared the life of an individual to that of an unpolished precious stone. It would be inteteresting, he said, if a precious stone could only speak to us and tell us of its experiences. The master artisan polishes and chips off the rough places as he refines the stone, and eventually the stone stands out as a precious gem, because it has been through the grinding and refining processes. The same often is true with the life of man. It was explained to the boys, too, that oftentimes men who have great wealth ruin their own children by making life too easy for them. Sometimes such children never have a care for any-

thing because they have an abundance of material things handed to them. On the other hand, countless others have to struggle through life, enduring many hardships, and generally theirs are the lives that shine the brightest among their fellowmen. Where rich men have destroyed their own children by shielding them from hardships, the children of parents in humble ranks have attained the heights of glory and fame.

Paul as a young mas had an abundance of material goods. He was educated in the best colleges of his day, and as a young man he tended to be haughty and arrogant, but after his conversion on the road to Damascus he became a different person, humble in his attitudes. He, in fact, became one of the members of the Brotherhood of the Thorns.

Thus, what a man does with life depends most upon what is within the man himself, and oftentimes man's trying experiences furnish him his greatest opportunities for growth and progress.

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CHRISTMAS

Upon a night of stars a new star rose,
And to lone shepherds on a silent hill
An angel spoke.
And these were prelude to a miracle—
For in His Mother's arms a Young Child woke.

Our heavens and earth are clamorous with sound,
Yet this is but a prelude that must pass
When we shall bend
Before a Babe new-born, and know at last
That of Thy miracles there is no end.

God, make us understand, though we are blind,
How empty is the faith that cannot see
The Christ-child still.
In each new life Thy spirit lives again:
Thy kingdom for the building, if we will.

—Anne L. New.

COTTAGE HONOR ROLL

Week Ending December 16, 1945

RECEIVING COTTAGE

Claude Bridges
George Bridges
Samuel Dill
Dean Harris
James Perkins
William Speaks
Frank Westmoreland

COTTAGE No. 1

Lyndon Barnett
Hubert Black
Carl Church
Paul Church
George Cox
Horace Collins
Worth Craven
James Eller
Raymond Harding
Edward Hambrick
Franklin Hensley
James Jones
Jack Lambert
A. J. McCraw
Harry Thompson
Benson Wilkins
Wilton Wiggins

COTTAGE No. 2

Harvey Arnett
Louie Ashe
Raymond Burns
Walter Byrd
Fred Coats
Hanie Cothrin
Rufus Driggers
Gerald Johnson
Donald Kirk
Chester Lee
Robert McDuffie
James McMahan
William McVicker
James Norton
William Phillips
Van Robinson
Russell Seagle
Paul Wolfe

COTTAGE No. 3

James Arrowood
Eugene Bowers
Joseph Case
Thomas Childress
James Christy
Hugh Cornwell
Joseph Duncan
Talmadge Duncan
James Dunn
Jesse Hamlin
Robert Jarvis
Daniel Johnson
Robert Lee
Lawrence Littlejohn
James Maloney
Robert Peavy
Lloyd Perdue
Donald Redwine
Clifton Rhodes
Olin Sealey
Kenneth Staley
Thomas Staley
Bernard Webster

COTTAGE No. 4

William Arrington
Phil Batson
Clyde Brown
Paul Carpenter
Eugene Grice
Eugene Hudgins
Hobart Keaton
William Meadows
W. E. McManus
Leroy Pate
Burton Ruth
James Smith
Wesley Turner
Ernest Turner
James Wiggington
Edward Vanhoy

COTTAGE No. 5

Woodrow Davenport
Connie Hill
Robert Wilkins
Clyde Ward

COTTAGE No. 6

Coy Creakman
Richard Davidson
George Jones
Clyde Hoffman
Nolan Morrison
Jerry Oaks
Bobby Porter

Microfilmed
SOLINET/ASERL PROJECT

Ralph Seagle
Charles Sellers
William Ussery
James Walters
Leroy Wilkins

COTTAGE No. 7

Glenn Davis
Jack Phillips

COTTAGE No. 8

(Cottage Closed)

COTTAGE No. 9

J. C. Alley
Albert Allen
Gray Brown
Conrad Cox
Raymond Cloninger
Kenneth Dillard
Ralph Gibson
Hubert Inman
Defoye Inman
David Johnson
Richard Johnson
Clifton Kerns
John Linville
Barney Mills
Eugene Peterson
James Stadler
Thomas Stallings
Vernest Turner
Jack Wilkins
Thomas Wansley

COTTAGE No. 10

Jesse Black
Ernest Bullard
Raymond Byrd
Thomas Cottrell
R. C. Combs
Jack Gleason
Earl Godley
James Hensley
Howard Jones
Eugene King
William Lane
Charles Lyda
William Mitchell
Edwin Peterson
Donald Stultz

COTTAGE No. 11

Donald Bowden
Charles Bryant
Wade Cook
Elmer Heath
Thomas Hyder
David Isenhour
Lee Lockerby
Arlon McLean
Kenneth McLean
James Phillips
Ray Shore
Martin Walters

COTTAGE No. 12

(Cottage Closed)

COTTAGE No. 13

William Black
Charles Gordon
James Hensley
Gilbert Wise

COTTAGE No. 14

Charles Moore
Clifton Martin
John Roberts
Leonard Wooten
Garvin Thomas
Donald Hendrix

COTTAGE No. 15

Harold Bates
William Best
George Brown
William Correll
Jack Crump
Harvey Coffey
Elzo Fulk
Jack Green
Howard Herman
Marcus Heifner
Harvey Leonard
Marschall Lamb
Zeb Presson
Carl Johnson
Ralph Steward

INFIRMARY

(No Honor Roll)

INDIAN COTTAGE

(No Honor Roll)

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That burden becomes light which is cheerfully borne.—Ovid